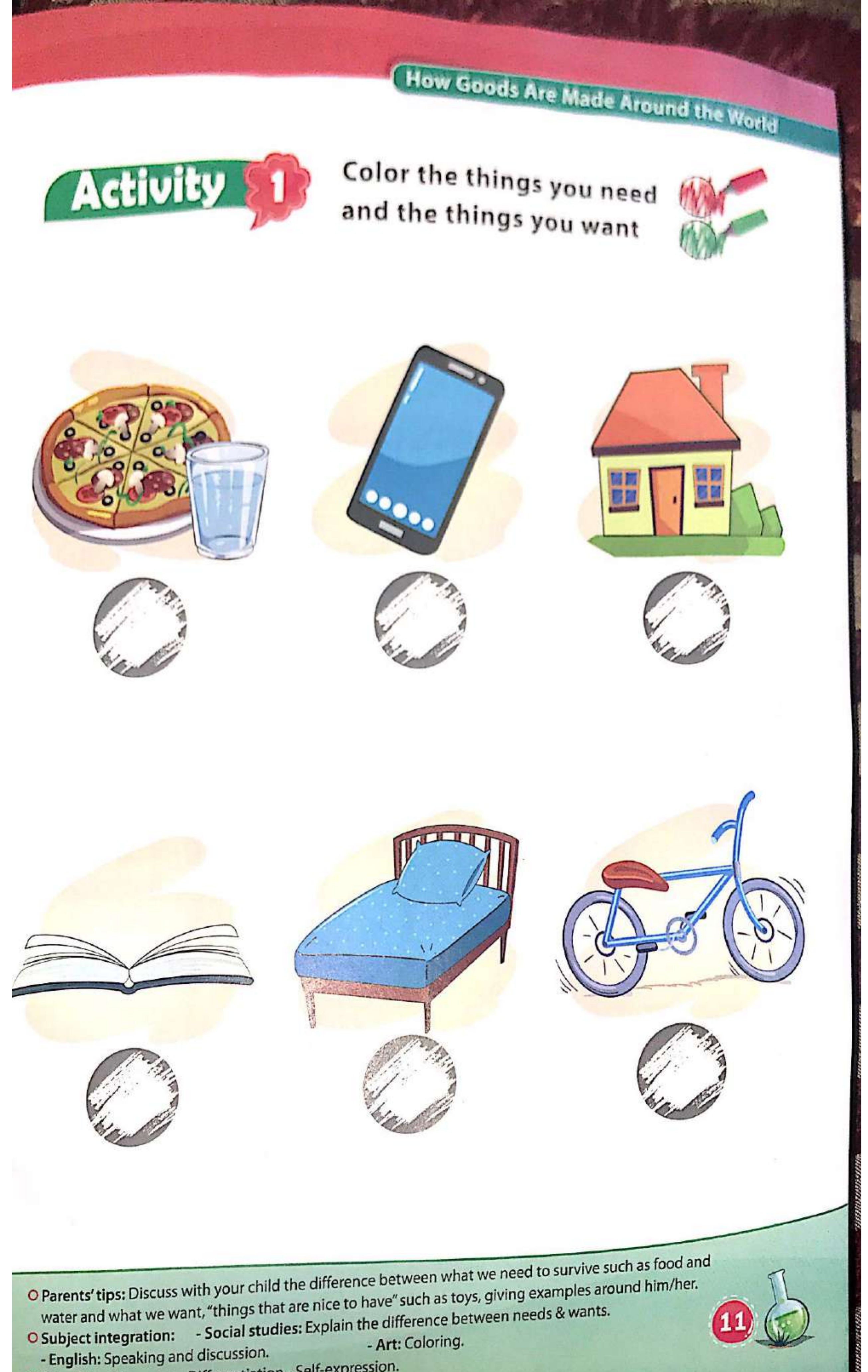


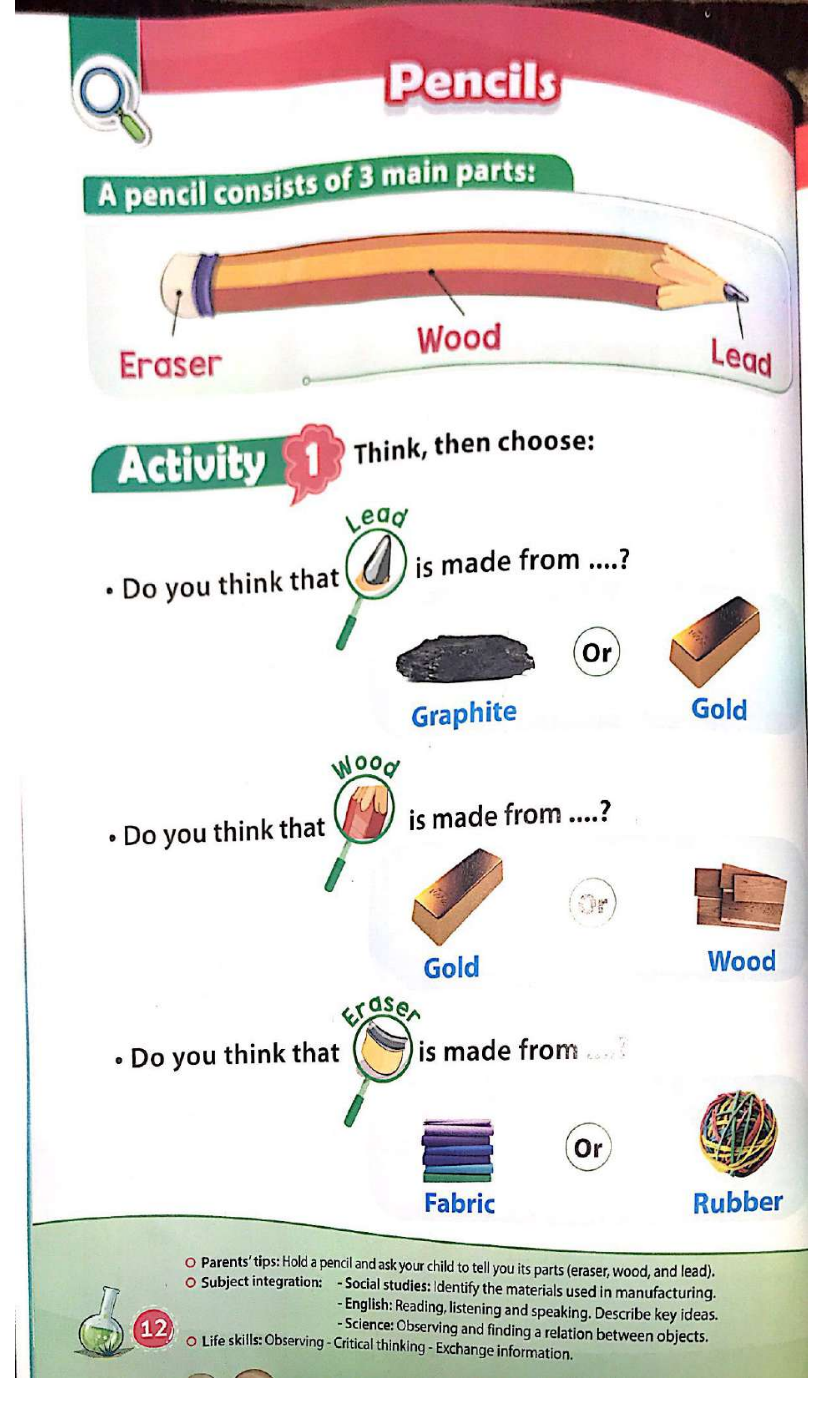
Scanned with CamScanner



Activity 1

Color the things you need and the things you want

- Parents' tips: Discuss with your child the difference between what we need to survive such as food and water and what we want, "things that are nice to have" such as toys, giving examples around him/her.
- Subject integration: - Social studies: Explain the difference between needs & wants.
  - English: Speaking and discussion. - Art: Coloring.
- Life skills: Observing - Differentiation - Self-expression.



Pencils

A pencil consists of 3 main parts:

Eraser — Wood — Lead

Activity 1 Think, then choose:

- Do you think that (Lead) is made from ....?

  Graphite Or Gold

- Do you think that (Wood) is made from ....?

  Gold Or Wood

- Do you think that (Eraser) is made from ....?

  Fabric Or Rubber

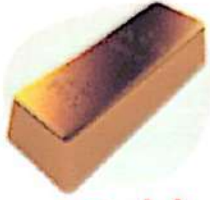
- **Parents' tips:** Hold a pencil and ask your child to tell you its parts (eraser, wood, and lead).
- **Subject integration:**
  - **Social studies:** Identify the materials used in manufacturing.
  - **English:** Reading, listening and speaking. Describe key ideas.
  - **Science:** Observing and finding a relation between objects.
- **Life skills:** Observing - Critical thinking - Exchange information.



Circle the components of the pencil:



Iron



Gold



Rubber



Wood



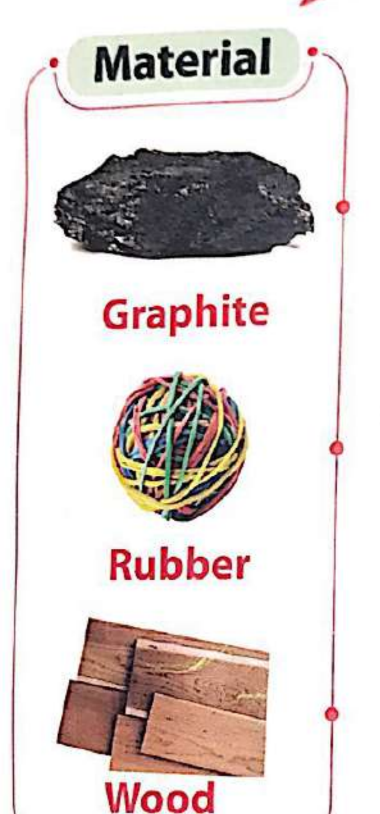
Fabric



Graphite



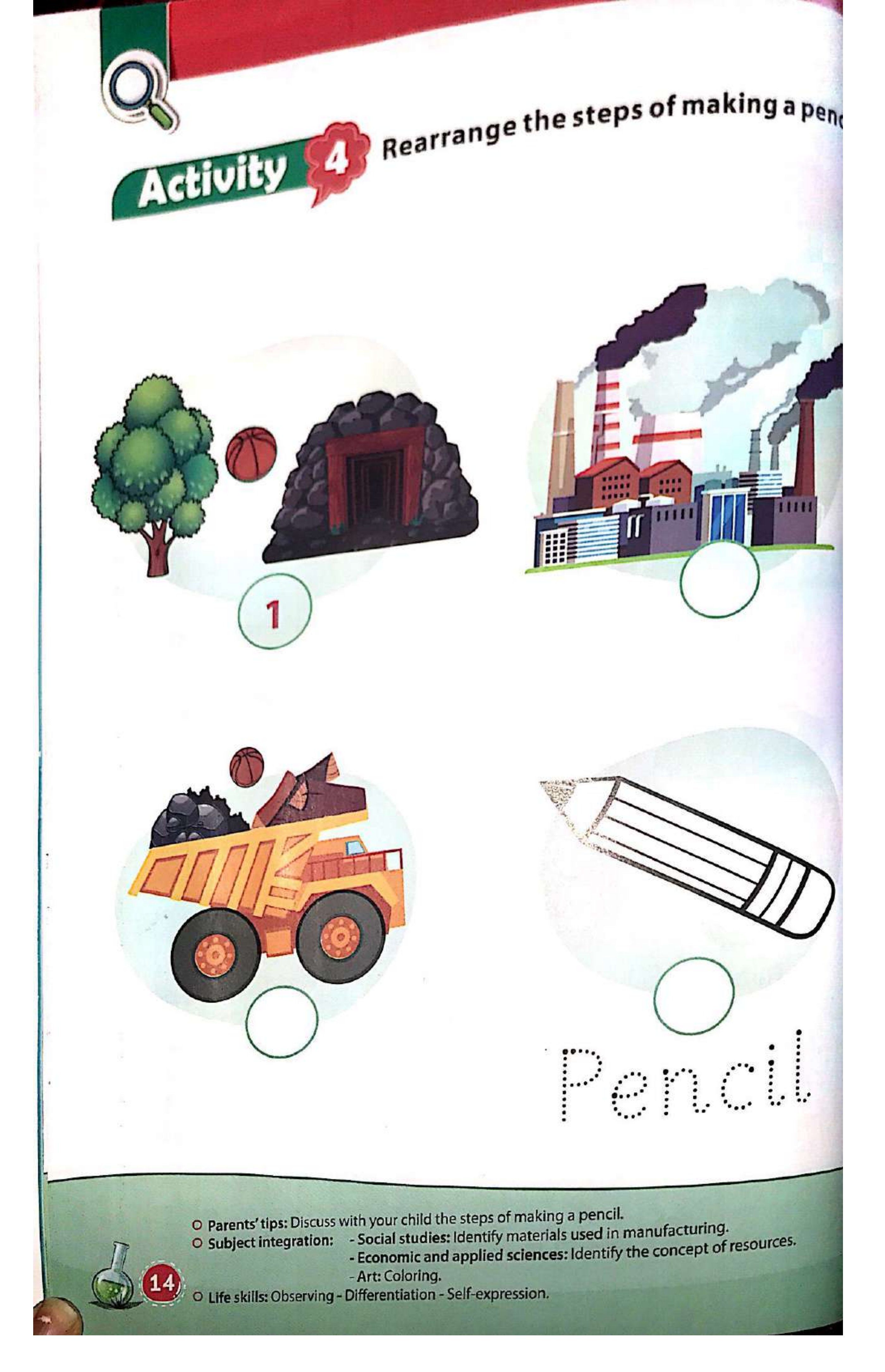
Match each material to its resource:





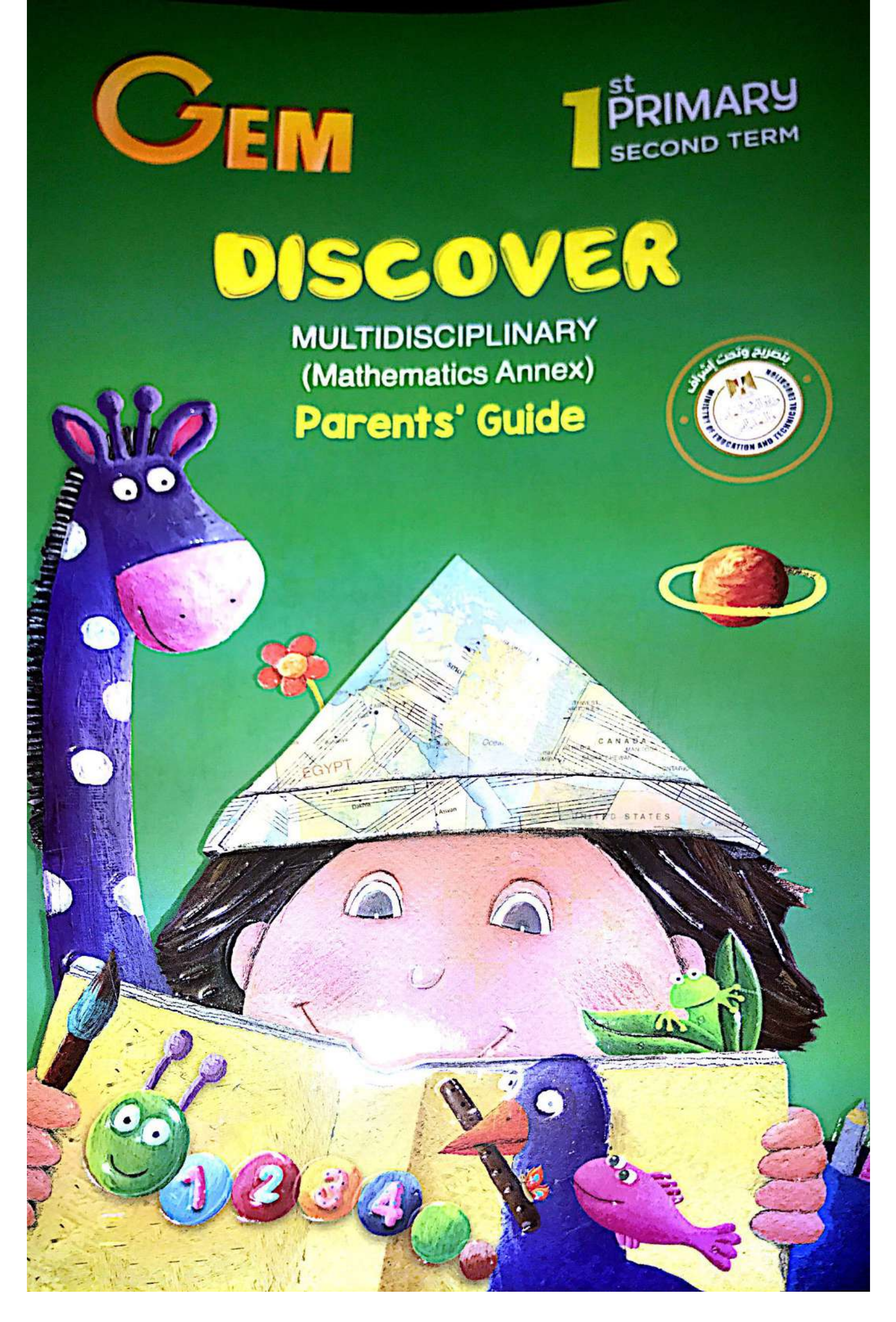
- **Parents' tips:** Discuss with your child where the pencil parts come from.
- **Subject integration:** - **Social studies:** Identify materials used in manufacturing.
  - **Economic and applied sciences:** Identify the concept of resources.
- **Life skills:** Observing - Differentiation - Self-expression.




Activity 4
Rearrange the steps of making a pen
1
Pencil
Parents' tips: Discuss with your child the steps of making a pencil.
Subject integration: - Social studies: Identify materials used in manufacturing.
- Economic and applied sciences: Identify the concept of resources.
- Art: Coloring.
Life skills: Observing - Differentiation - Self-expression.
14



I Learned
The pencil is made from:
Eraser
(made from rubber)
Lead
(made from graphite)
Wood
(made from wood)
These materials come from:
Rubber trees
Trees
Underground mines
The steps of making a pencil
1
2
3
4


GEM
1st PRIMARY
SECOND TERM
DISCOVER
MULTIDISCIPLINARY
(Mathematics Annex)
Parents' Guide
EGYPT
CANADA
UNITED STATES



Scanned with CamScanner


Hygiene
Soap
Toothbrush
Comb
Shampoo
Towel
Toy car
Food
Pizza
Fish
Socks
Fruits
Cake
Vegetables



Stores and Market Places

Activity 1 Match the goods to their market plac

Goods	Places
Book	Market
Medicine	Grocery store
Cheese	Bookstore
Fruits and Vegetables	Pharmacy

- **Parents' tips:** Discuss with your child where goods are bought.
- **Subject integration:**
  - **Social studies:** Explain the connection between goods and where they
  - **Economic and applied sciences:** Identify the concepts of buying.
  - **English:** Read and participate in a conversation.
- **Life skills:** Observing - Differentiation - Setting clear goals.

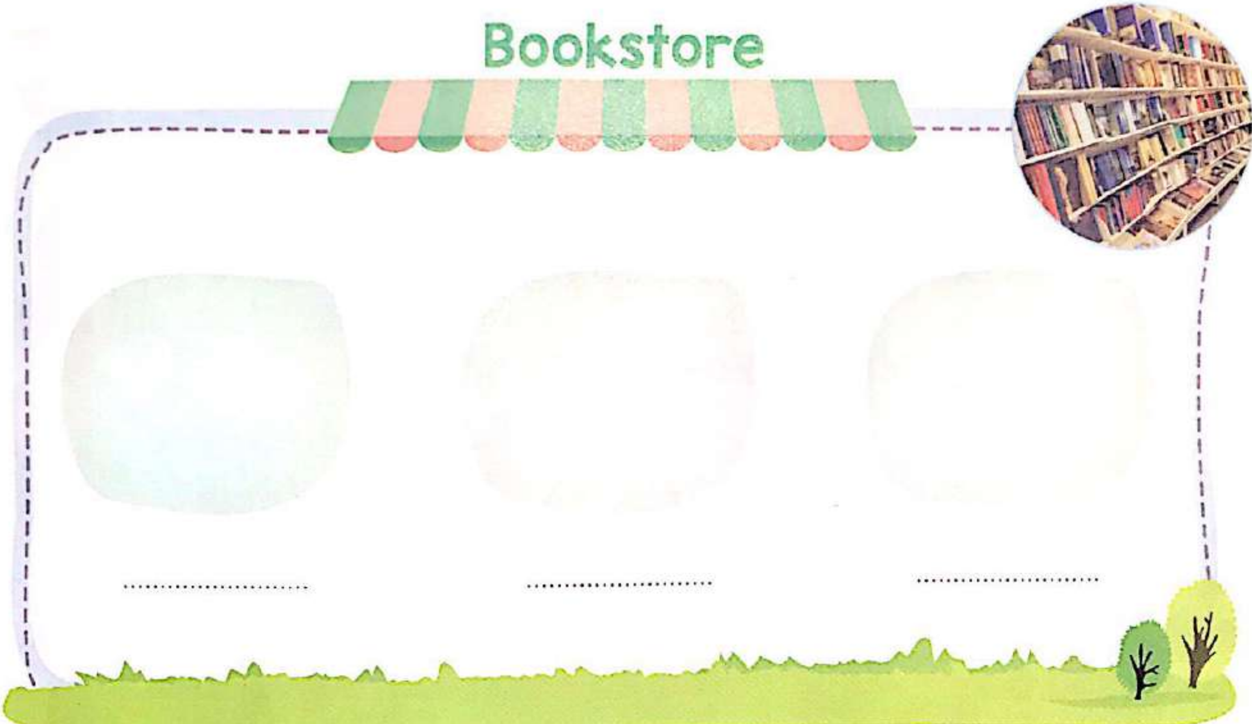


Draw and write the names of goods you can buy from the following places:

Bakery



Bookstore



- Parents' tips: Guide your child to say the items bought from these places.
- Subject integration: - **Social studies:** Connect between goods and places of selling.
  - **Art:** Draw to express ideas.
  - **English:** Write and read high-frequency words.
- Life skills: Self-expression - Creativity.




Grocery store
Pharmacy

My Daily Need



Choose and write:

Hello, my name is Dodo.

- One of the goods I use every day is my



 .

- My uniform is made out of



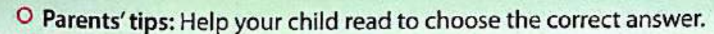
(wood - fabric ).

- The uniform is a .... product.

(clothing - food)

- I can buy the uniform from a ....

(grocery store - clothing store).



- Parents' tips: Help your child read to choose the correct answer.
- Subject integration: - Social studies: Identify resources to make goods.
  - English: Read an informational text.
- Life skills: Critical thinking - Setting clear goals - Self-expression.





Life Cycle of a Product

Activity 1 Rearrange the cycle of a T-shirt, t
answer:

1 Harvest Cotton

Throw away - or - Recycle

Buy

Manufacture
(Cotten is spun into fabric.)

Wear

Choose:

• The T-shirt is a (food - clothing - hygiene) produ

- Parents' tips: Discuss with your child how we make a T-shirt.
- Subject integration: - Social studies: Identify resources to make goals.
  - Economic and applied sciences: Identify the concepts of resources and production.
  - English: Reading and speaking.
- Life skills: Observing - Exchange information - Setting clear goals.



Activity 2 Look, think and answer:

- We can get rid of our old clothes by:





1. Throwing them away.



or



2. Recycling them.





Change them into another product.

or

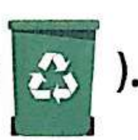


Give them to poor people.



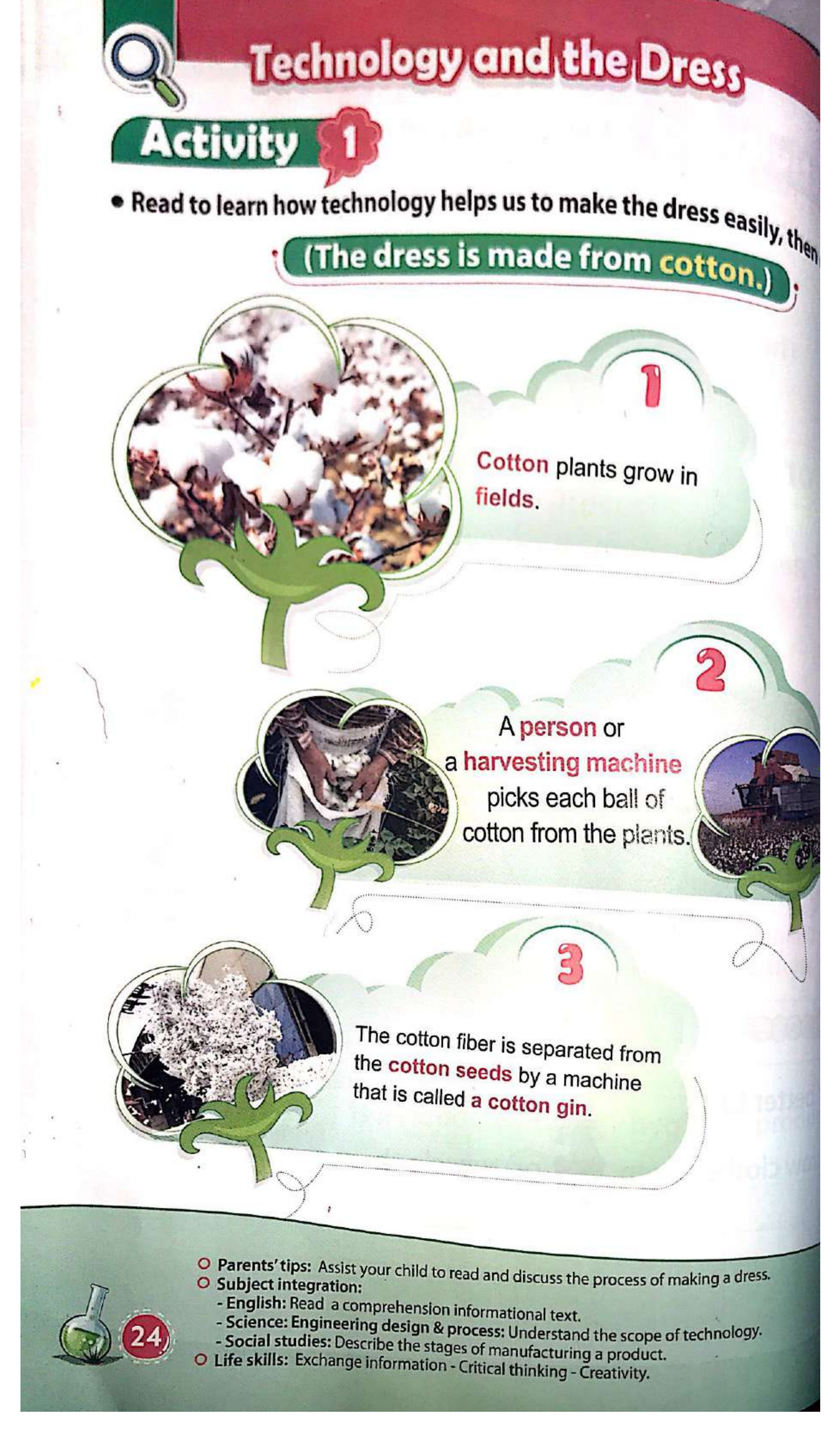
Choose:

It's better to ....

(throw clothes away  or recycle them ).

- **Parents' tips:** Discuss with your child what happens to old things at home like clothes and the importance of the environment.
- **Subject integration:** - **Vocational fields:** Identify goods being sold and bought in the environment.
  - **Science:** Recognize the importance of the environment.
  - **English:** Speaking and writing.
- **Life skills:** Observing - Collecting data.





Technology and the Dress

Activity 1

- Read to learn how technology helps us to make the dress easily, then

(The dress is made from **cotton**.)

1

Cotton plants grow in **fields**.

2

A **person** or a **harvesting machine** picks each ball of cotton from the plants.

3

The cotton fiber is separated from the **cotton seeds** by a machine that is called **a cotton gin**.

- **Parents' tips:** Assist your child to read and discuss the process of making a dress.
- **Subject integration:**
  - **English:** Read a comprehension informational text.
  - **Science: Engineering design & process:** Understand the scope of technology.
  - **Social studies:** Describe the stages of manufacturing a product.
- **Life skills:** Exchange information - Critical thinking - Creativity.


How Goods Are Made Around the World
4
To turn cotton into cloth:
• First spin it into strands.
• Then knit the strands into fabric by a loom machine.
5
To turn fabric into a dress, cut and sew the fabric to the correct size and shape by a sewing machine.
25

Activity 2 Rearrange the cycle of making a dr

Harvesting cotton

Spin cotton into strand
knit by the loom mach

Separate cotton from seeds
by the cotton gin.

Cut and sew the fabri
the sewing machin



- Parents' tips: Help your child to rearrange the cycle of making a dress.
- Subject integration: - English: Read the text.
  - Science: Engineering design & process: Understand the scope of technology.
  - Vocational fields: Explain the importance of commercials in the community.
- Life skills: Collecting data - Exchange information - Communication.

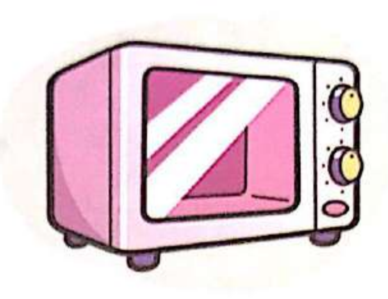
Appliances



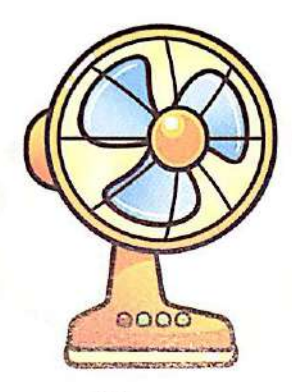
Read and trace the following:



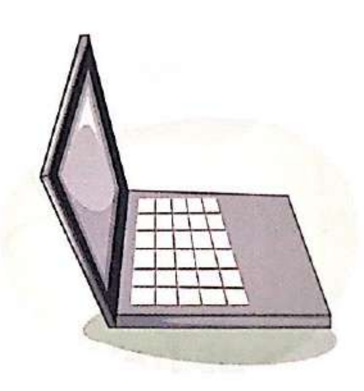
Washing machine



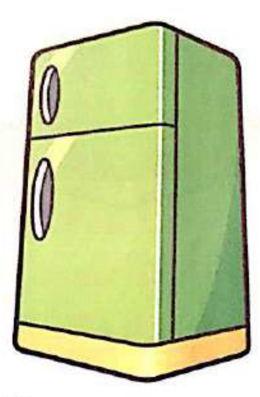
Oven



Fan



Laptop



Refrigerator

- **Parents' tips:** Discuss with your child different home appliances, their names and uses.
- **Subject integration:** - **Economic and applied sciences:** Identify home appliances.
  - **English:** Read high-frequency words.
- **Life skills:** Observing - Exchange information - Asking questions.



Activity 2 Match each appliance to its functio[n]

A

B

- Cools the air
- Finds informati[on]
- Cleans clothes
- Heats up food
- Keeps food col[d]

- **Parents' tips:** Discuss with your child different home appliances, their names and uses.
- **Subject integration:** - **Economic and applied sciences:** Identify home appliances.
  - **English:** Read highly frequented words.
- **Life skills:** Observing - Exchange information - Asking questions.



Activity 3 Look, then complete:

Examples of technology in

Work
helps me to
....

Life
helps me to
....

Play
helps me to
....

- **Parents' tips:** Help your child know that the technology is anything that people create to help us to make life, work, and play easier.
- **Subject integration:** - **English:** Writing sentences.
  - **Economic and applied sciences:** Identify home appliances.
- **Life skills:** Exchange information - Self-expression - Asking questions.





The Life Cycle of Bread



Activity 1 Rearrange the pictures to discover how wheat is changed into bread:

The main ingredient of bread is wheat.



A farmer plants wheat seeds in his field and waits for it to grow.



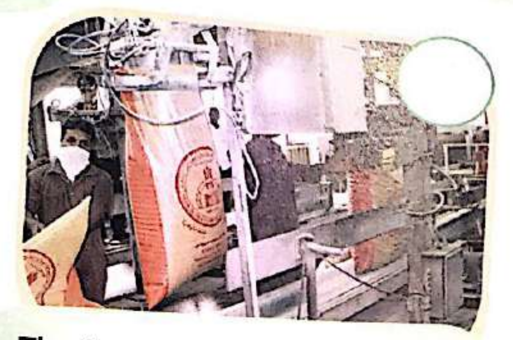
A baker uses the flour to make bread.



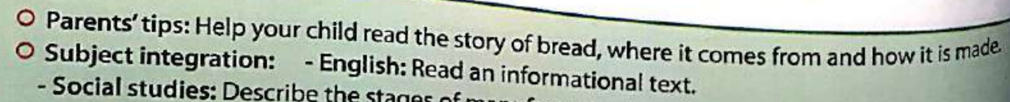
When wheat grows, the farmer uses the tractor to harvest it.



The baker sells the bread in his shop.



The farmer sends his wheat to a factory to turn it into flour.



- **Parents' tips:** Help your child read the story of bread, where it comes from and how it is made.
- **Subject integration:** - **English:** Read an informational text.
  - **Social studies:** Describe the stages of manufacturing bread. Identify the materials used to manufacture commodities.
- **Life skills:** Exchange information - Critical thinking.



The Old Story of Making Bread

Activity 2

Complete by using the following words:
(bread - The farmer - Wheat - flour)



1. .... is grown in fields.



2. .... harvests wheat by sickle.



3. A mill is used to grind wheat into ....



4. A mixer is used to combine the ingredients together.



5. An oven is used to bake ....

- Parents' tips: Help your child read the story of bread, where it comes from and how it is made.
- Subject integration: - English: Read an informational text.
  - Social studies: Describe the stages of manufacturing bread.
    Identify the materials used to manufacture commodities.
  - Vocational fields: Explain the importance of commercial professions in the community.
- Life skills: Exchange information - Respect others.





Activity 3

Rearrange the pictures to turn whe
into bread, then choose:

Choose:

- The main ingredient needed to make bread is ....
(wheat or orange)

- Parents' tips: Help your child rearrange the steps of making bread and choose the main ingredie
needed to make bread.
- Subject integration: - English: Reading the text.
- Social studies: Describe the stages of manufacturing bread.
- Life skills: Exchange information - Asking questions - Observing.



Match each sentence to its correct answer:

- .... is used in making bread.
- A .... makes bread.
- A .... is used to harvest wheat.
- A .... plants wheat.


sickle


farmer


baker


Wheat

- **Parents' tips:** Help your child complete each sentence by choosing the correct answer.
- **Subject integration:** - **English:** Read the sentences correctly.
  - **Social studies:** Identify more information about making bread.
- **Life skills:** Exchange information - Asking questions - Observing.



Activity 5 Let's make bread at home:

Ingredients:



- **Parents' tips:** Allow your child to make bread using the recipe and help him/her to make and present it to family and friends.
- **Subject integration:** - **English:** Reading and speaking.
  - **Science:** Identify the changes that happen to materials.
- **Life skills:** Self-expression – Sharing.



Instructions

1. Mix flour and salt together in a bag, then add milk and oil to the bag.
2. Close the bag, then squeeze until all ingredients are mixed and smooth.
3. Lightly flour the table. Dump dough out and knead for 10 - 15 minutes.
4. Divide the dough into 4 equal pieces.
5. Use a rolling pin to roll each piece flat.
6. Place pieces on a baking sheet lined with parchment paper.
7. Bake for 8 -10 minutes at 190 degrees Celsius.

Conserving Water



Look, think then tick (✓) the good behavior to conserve water:



Fill the sink with water to wash dishes. ◯



Keep water running while washing dishes.



Turn the faucet off while you brush your teeth. ◯



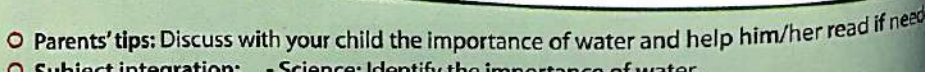
Let the faucet off while you brush your teeth.



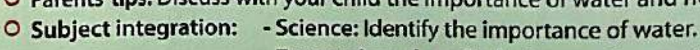
Fix the leaky pipes in your house. ◯



Use less water for the garden.



- **Parents' tips:** Discuss with your child the importance of water and help him/her read if neede



- **Subject integration:**
  - **Science:** Identify the importance of water.
  - **Economic and applied sciences:** Conserving water.
  - **English:** Reading and discussion.
- **Life skills:** Setting clear goals - Observing.

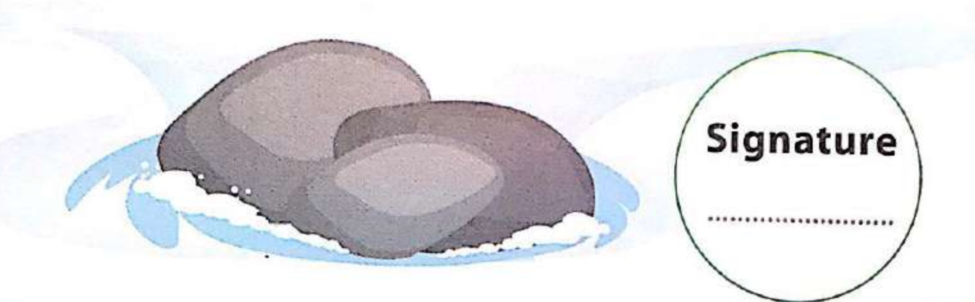




Trace, then read the pledge below:



I promise to save water.

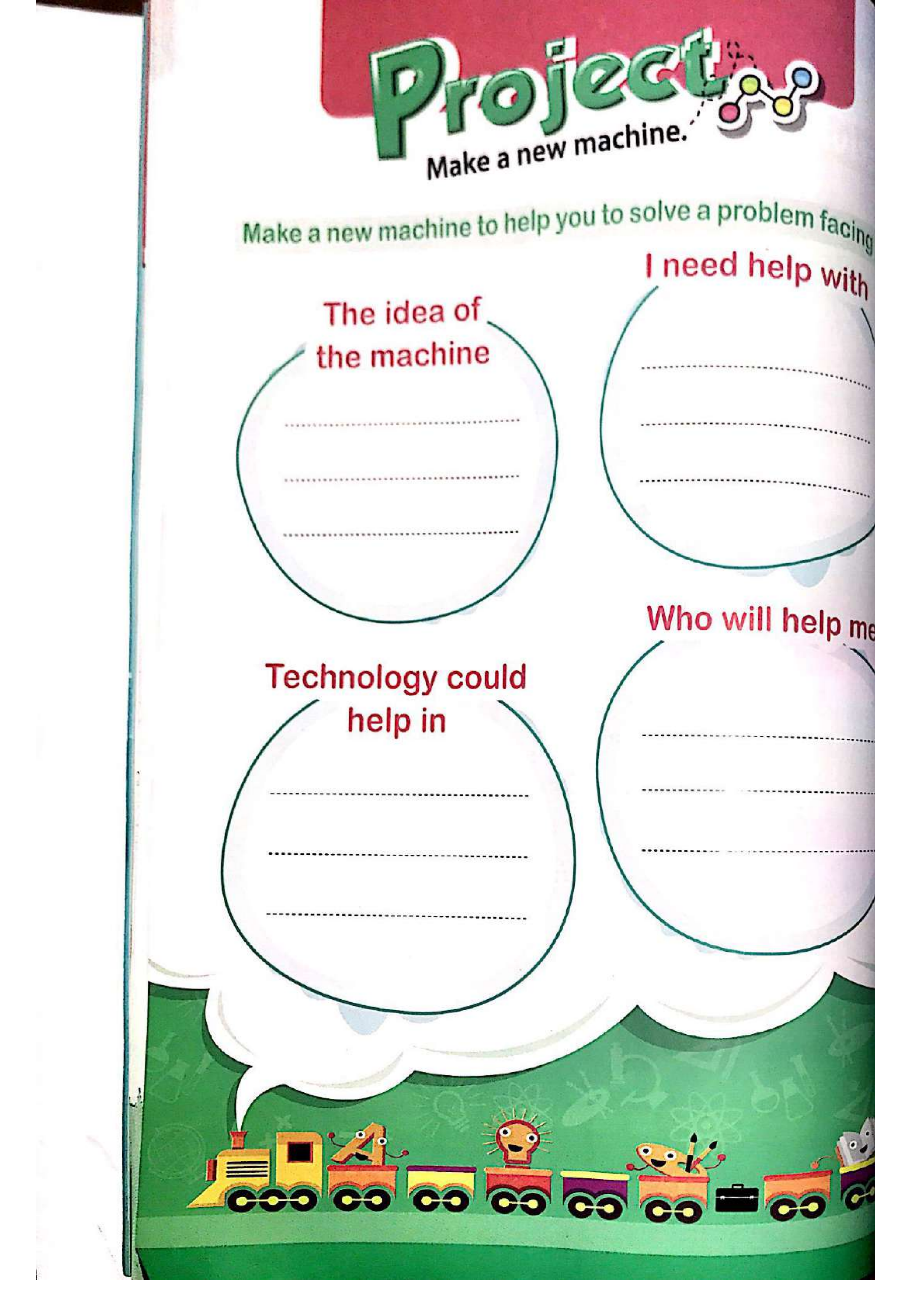


Signature

....

- Parents' tips: Discuss with your child how to conserve water and help him/her trace the pledge.
- Subject integration: - English: Reading the text.
  - Social studies: Know the importance of water.
- Life skills: Respect rules - Communication.





Project

Make a new machine.

Make a new machine to help you to solve a problem facing

I need help with

....

....

....

The idea of the machine

....

....

....

Who will help me

....

....

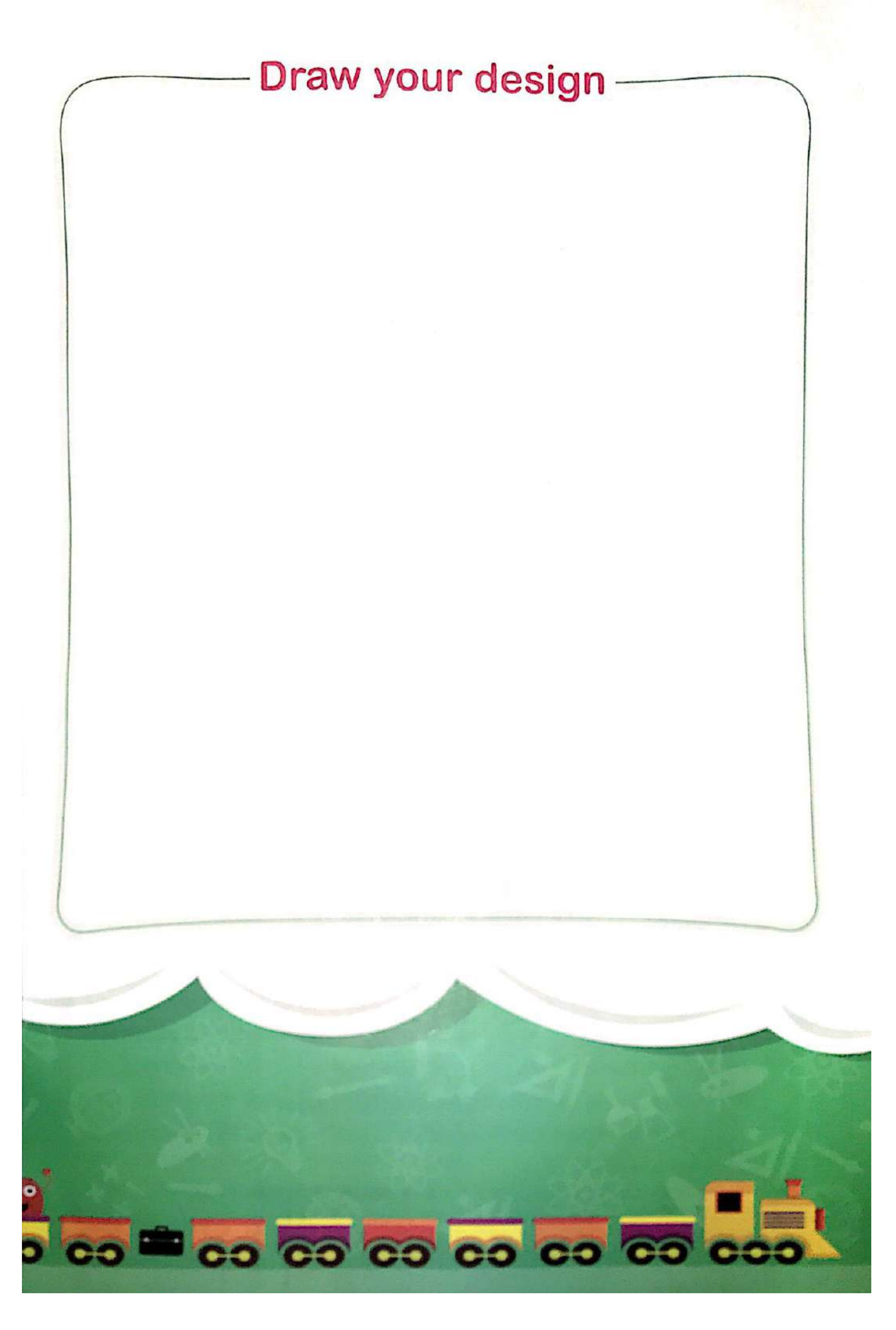
....

Technology could help in

....

....

....


Draw your design

CHAPTER 2 How Business Work

Life skills

Learn to live together
- **Respect for diversity.**
  - Respect the opinions of others.
- **Sharing**
  - Trust others.
- **Empathy**
  - Help others.

Learn to do
- **Collaboration**
  - Abide by common rules of the team.
  - Respect the opinions of others.
  - Exchange information.
- **Productivity**
  - Set clear goals.

Learn to know
- **Critical Thinking**
  - Differentiate between similarities and differences.
- **Problem Solving**
  - Identify the problem.
- **Creativity**
  - Flexibility in generating a diversity of ideas that are not typically expected and be able to read just when the situation changes.
  - Originality in generating new and unique ideas.

Learn to be
- **Communication**
  - Good listening.
  - Self-expression.
  - Reading, writing and non-verbal communication skills.
- **Endurance**
  - Adapt and make adjustments to meet challenges when seeking solutions.
- **Self-management**
  - Set clear goals.

Chapter Overview



Discover:

- Students discover various types of businesses in the community.
- Students categorize businesses as providing goods or services.
- Students identify jobs at various businesses and the tools that are used.

Learn:

- Students learn how businesses get the goods they sell.
- Students explore the transportation of goods and the role of magnets in transportation.
- Students consider how the sun and tourism affect businesses.



Share:

- Students share what they have learned by creating a collage and role playing.

Instructional Focus



Students will:

- Identify examples of goods and services.
- Sort goods and services.
- Identify businesses that sell goods and services.
- Discover jobs at different businesses.
- Role play various jobs.
- Identify places where jobs are located.
- Match jobs to the relevant tools used.
- Draw a community business.
- Describe a community business.
- Classify living and non-living things.
- Identify man-made and natural aspects of the environment.
- Distinguish between natural and man-made goods.



Students will:

- Identify new means of transportation.
- Compare how people and goods are transported.
- Investigate magnetic force.
- Observe how magnets work.
- Analyze how magnets are used in transportation.
- Observe daily movement of the sun in the sky.
- Recognize cardinal directions.
- Describe how the sun gives light and warmth.
- Explain how the weather and environmental conditions affect businesses.
- Imagine how tourists interact with local businesses.
- Discuss the importance of tourists to a local community.
- Explain how tourists and goods use different types of transportation.



Students will:

- Create a collage that illustrates how a business works.
- Describe the importance of human-made aspects in the environment (roads, transportation, vehicles, and stores) and commercial jobs in the community.
- Illustrate local stores and landmarks that are important to the community.
- Act as tourists visiting local businesses and landmarks in the community.
- Post comments reviewing local businesses and landmarks.



Community Businesses

Activity 1

Complete the name of the place and draw:

Sell goods

Souvenir store

Grocery store

Pharmacy

Sell services

Barbershop

Hotel

....

- **Parents' tips:** Discuss with your child the different businesses and how to differentiate among the busi[illegible] that sell services or sell goods and let him/her mention and draw other examples.
- **Subject integration:**
  - **Science:** Ask questions about the surrounding world.
  - **English:** Speak, listen and ask questions to remove ambiguity.
  - **Social studies:** Explain the relation between the goods and the places where we can purchase the[illegible]
- **Life skills:** Exchange information - Identifying the relation among different elements.



Put (G) on the place which sells Goods, and (S) on the place that sells Services:

Bookstore

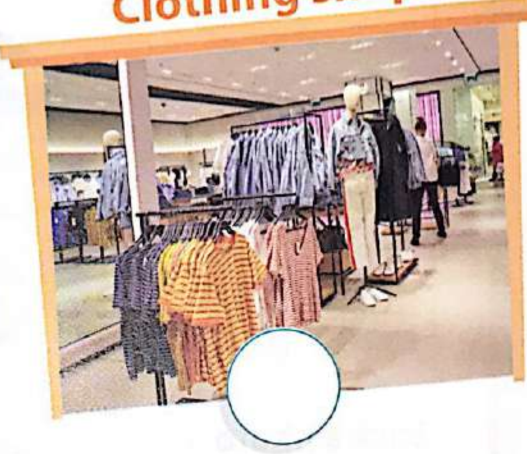
Car wash



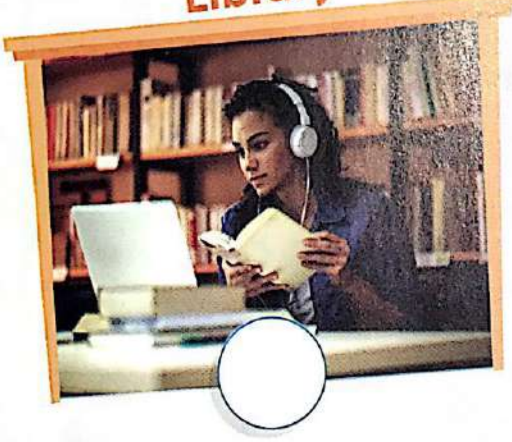
Mechanical shop



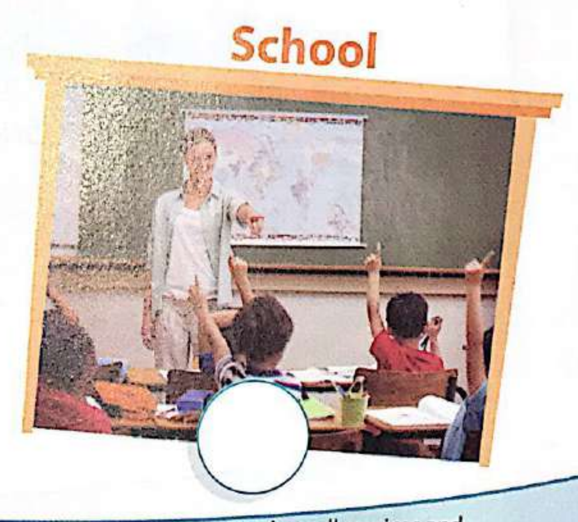
Clothing shop



Library

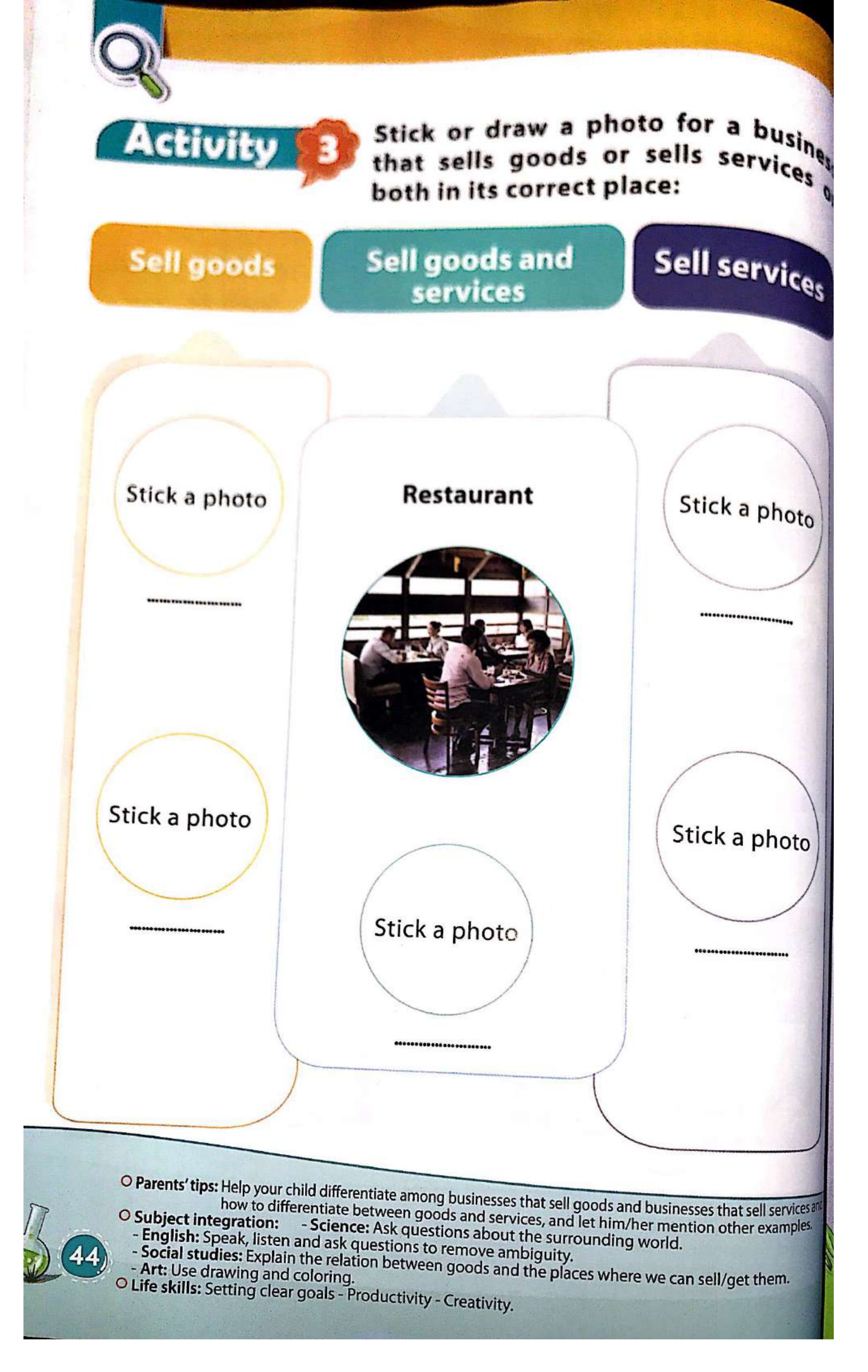


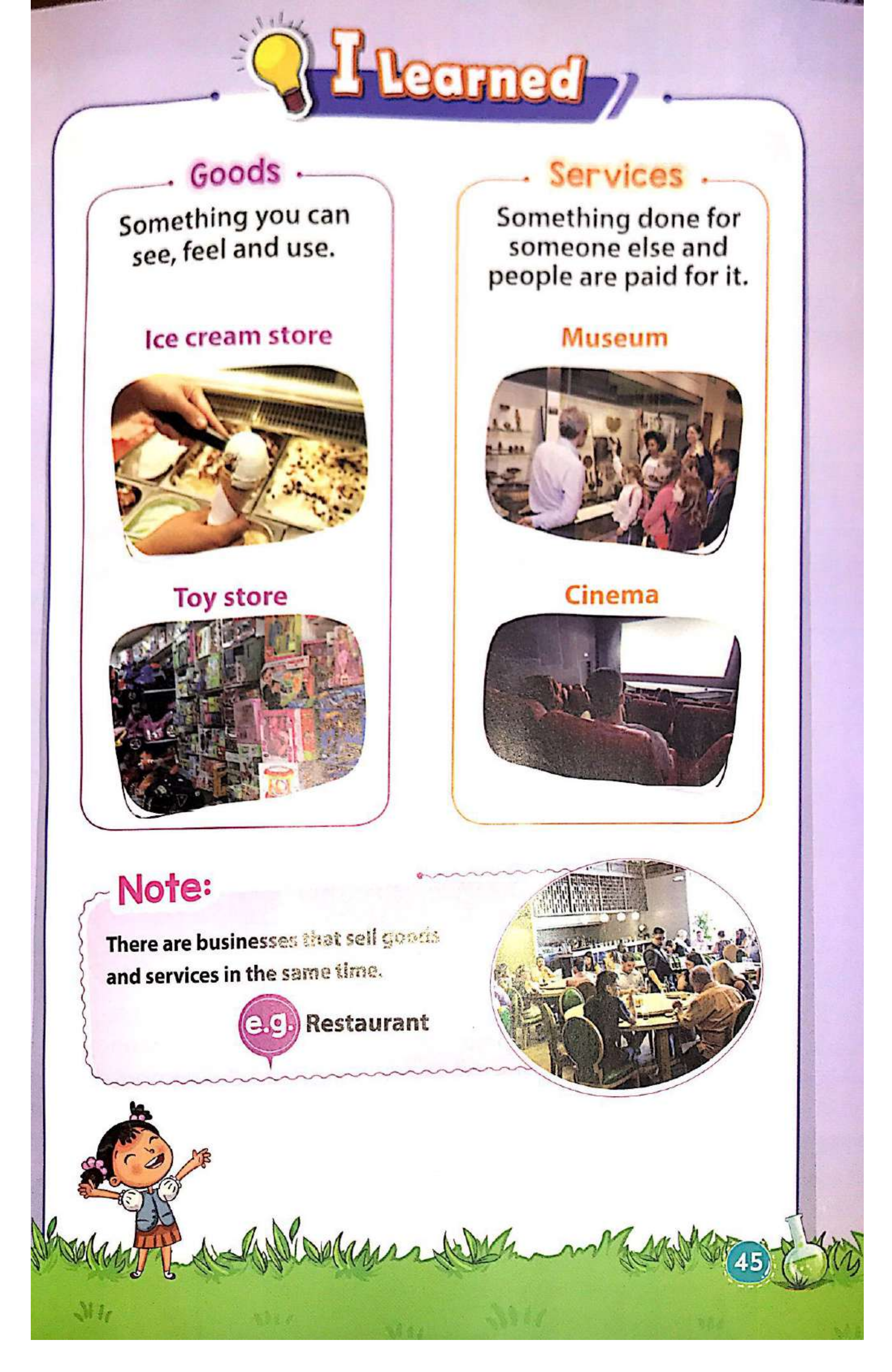
School



- **Parents' tips:** Help your child differentiate between businesses that sell goods and businesses that sell services and how to differentiate between services and goods, then let him/her mention another examples.
- **Subject integration:** - **Science:** Ask questions about the surrounding world.
  - **English:** Speak, listen and ask questions to remove ambiguity.
  - **Social studies:** Explain the relation between goods and the places where we can sell/get them.
- **Life skills:** Identifying the relation among different elements.




Activity 3
Stick or draw a photo for a busines
that sells goods or sells services o
both in its correct place:
Sell goods
Sell goods and services
Sell services
Stick a photo
Restaurant
Stick a photo
Stick a photo
Stick a photo
Stick a photo
Parents' tips: Help your child differentiate among businesses that sell goods and businesses that sell services an
how to differentiate between goods and services, and let him/her mention other examples.
Subject integration: - Science: Ask questions about the surrounding world.
- English: Speak, listen and ask questions to remove ambiguity.
- Social studies: Explain the relation between goods and the places where we can sell/get them.
- Art: Use drawing and coloring.
Life skills: Setting clear goals - Productivity - Creativity.
44



I Learned

Goods

Something you can see, feel and use.

Ice cream store

Toy store

Services

Something done for someone else and people are paid for it.

Museum

Cinema

Note:

There are businesses that sell goods and services in the same time.

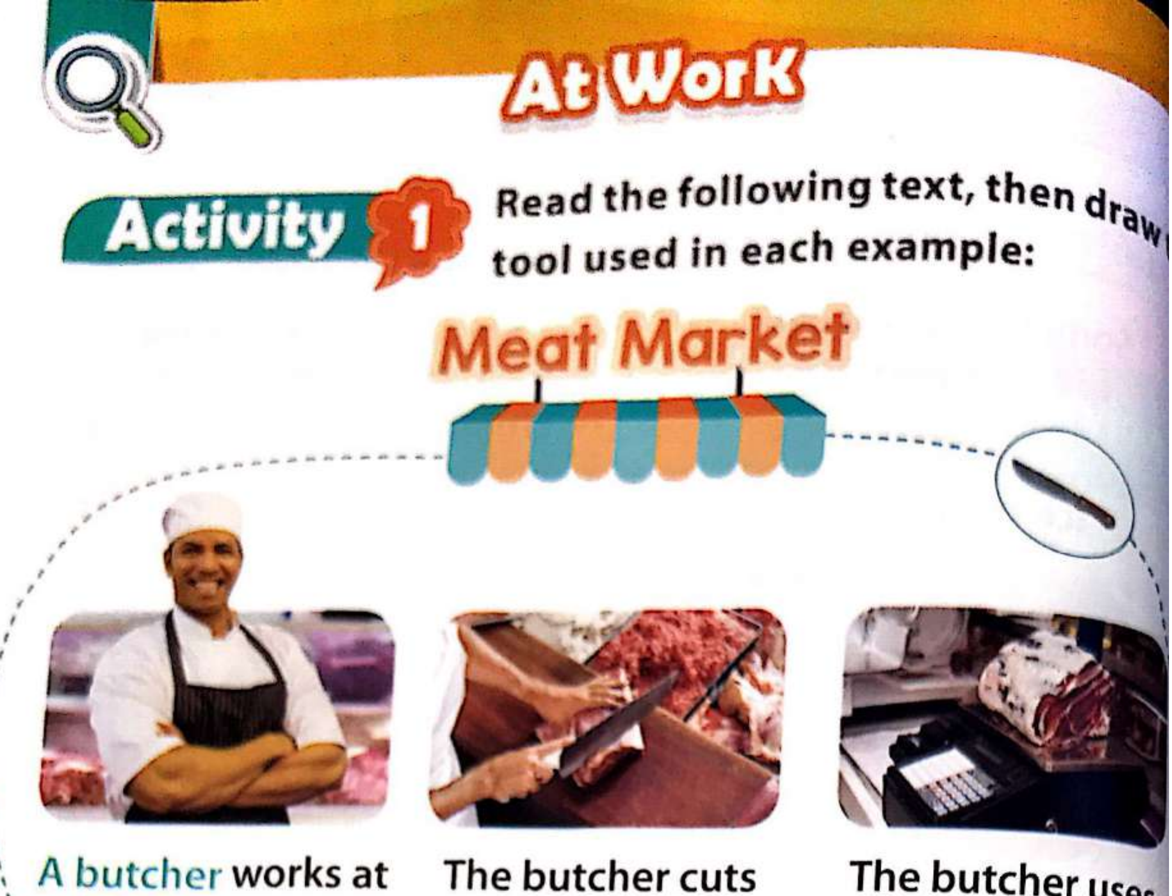
e.g. Restaurant

At Work

Activity 1

Read the following text, then draw [the] tool used in each example:

Meat Market



A butcher works at the meat market.

The butcher cuts the meat with a knife.

The butcher uses a scale to weigh the meat.

Bank









A teller works at the bank.

The teller adds up money with a calculator.

The teller types amounts of money into the computer.

- **Parents' tips:** Help your child read the text about each place, then discuss with him/her the given information and help him understand the written text and give another examples.
- **Subject integration:** - **Science:** Ask questions about the surrounding world.
  - **English:** Read with fluency, purpose and understanding.
  - **Social studies:** Describe the kinds of jobs in the community and show respect towards the persons working in different jobs.
- **Life skills:** Exchange information - Respect others - Collecting data.

Bakery Shop



A baker works at the bakery shop.



The baker uses a mixer to mix the ingredients.



The baker puts the bread in the oven to cook.



Garage



A mechanic works at the garage.

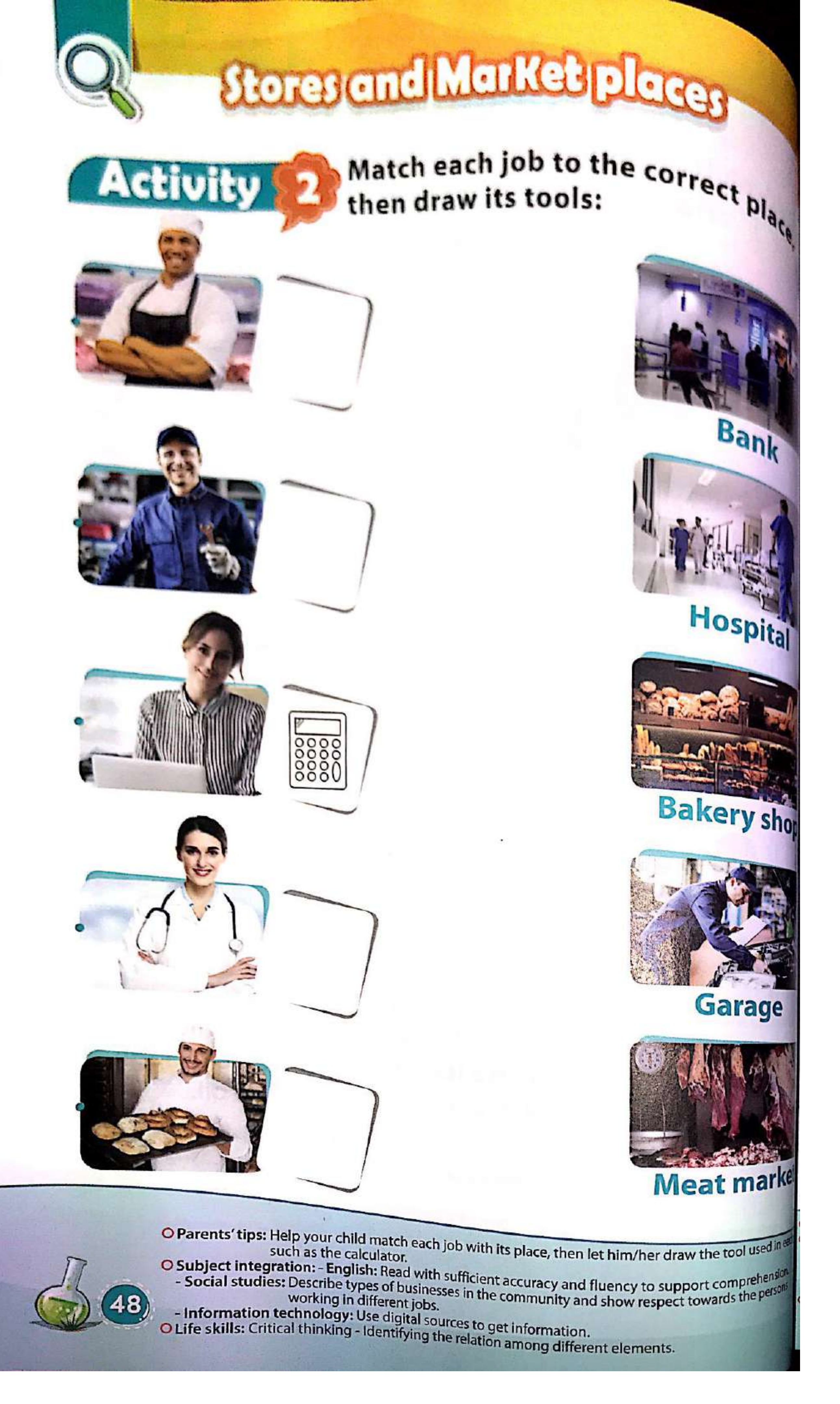


The mechanic changes a tire with a wrench.



The mechanic uses a funnel to change the oil.





Stores and MarKet places

Activity 2 Match each job to the correct place then draw its tools:

Bank

Hospital

Bakery shop

Garage

Meat market

- **Parents' tips:** Help your child match each job with its place, then let him/her draw the tool used in each such as the calculator.
- **Subject integration:** - **English:** Read with sufficient accuracy and fluency to support comprehension.
  - **Social studies:** Describe types of businesses in the community and show respect towards the persons working in different jobs.
  - **Information technology:** Use digital sources to get information.
- **Life skills:** Critical thinking - Identifying the relation among different elements.



.... Shop

- A .... works here,

he uses a ....

and a ....

- Parents' tips: Help your child find out the name of the shop, identify the job and write the tools used.
- Subject integration:
  - Social studies: Show respect for the persons working in different jobs.
  - Vocational fields: Show the importance of the commercial jobs and the shopping places in the community.
  - English: Reading and writing.
- Life skills: Observing - Respect others.





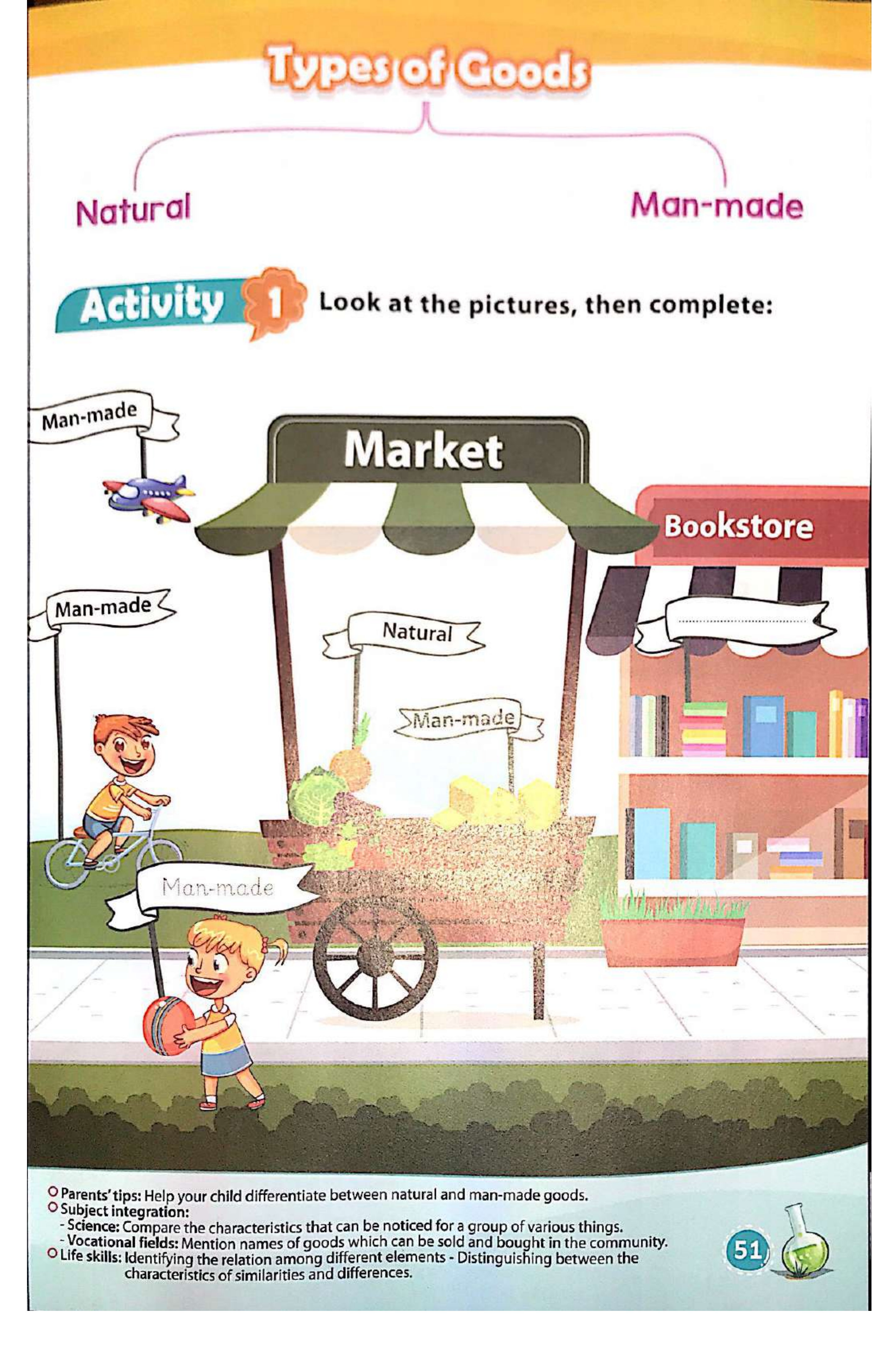
Living or Non-living Goods

Activity 1 Match each picture to its correct t

Living goods

Non-living goods

- **Parents' tips:** Help your child differentiate between living and non-living things.
- **Subject integration:**
  - **Science:** Compare the characteristics that can be noticed for a group of various things.
  - **Vocational fields:** Mention names of goods which can be sold and bought in the communi
- **Life skills:** Identifying the relation among different elements - Distinguishing between the characteristics of similarities and differences.


Types of Goods
Natural
Man-made
Activity 1 Look at the pictures, then complete:
Man-made
Market
Bookstore
Man-made
Natural
Man-made
Man-made
Parents' tips: Help your child differentiate between natural and man-made goods.
Subject integration:
- Science: Compare the characteristics that can be noticed for a group of various things.
- Vocational fields: Mention names of goods which can be sold and bought in the community.
Life skills: Identifying the relation among different elements - Distinguishing between the characteristics of similarities and differences.
51



- **Parents' tips:** Help your child differentiate between natural and man-made goods.
- **Subject integration:**
  - **Science:** Compare the characteristics that can be noticed for a group of various things.
  - **Vocational fields:** Mention names of goods which can be sold and bought in the community.
- **Life skills:** Identifying the relation among different elements - Distinguishing between the characteristics of similarities and differences.

Types of Transportation



Trace the following:



Lorry



Airplane



Cargo ship



Bus



Cruise ship



Car



Bicycle



Boat



Train

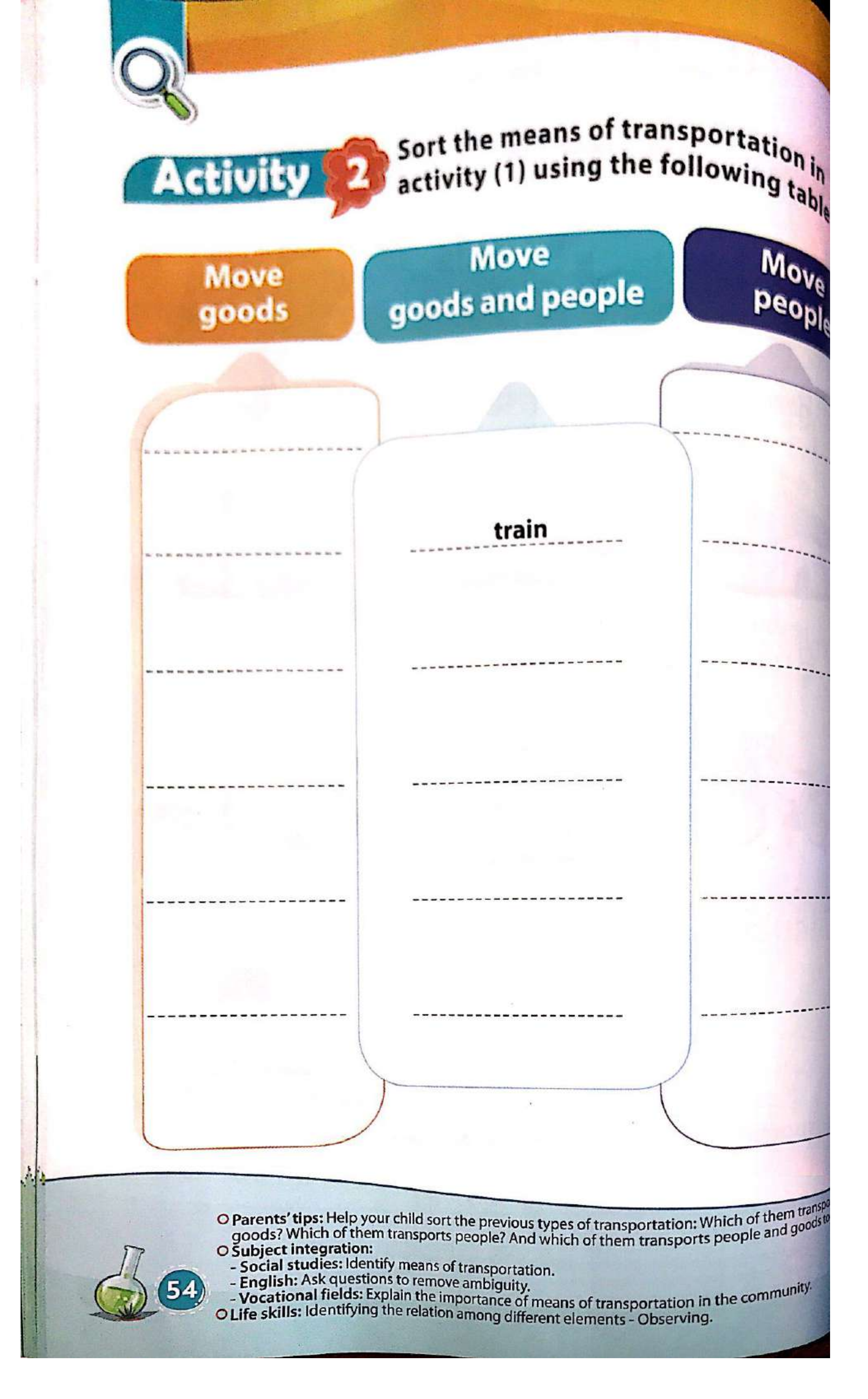




Transportation: To move people or goods from one place to another.

- **Parents' tips:** Discuss with your child the different types of transportation, their importance and using the proper type, then let him/her mention another examples.
- **Subject integration:** - **Social studies:** Identifying types of transport.
  - **English:** Ask questions to remove ambiguity.
  - **Vocational fields:** Show the importance of means of transportation in the community.
- **Life skills:** Collecting and exchanging data.




Activity 2
Sort the means of transportation in
activity (1) using the following table
Move goods
Move goods and people
Move people
train
Parents' tips: Help your child sort the previous types of transportation: Which of them transpo
goods? Which of them transports people? And which of them transports people and goods to
Subject integration:
- Social studies: Identify means of transportation.
- English: Ask questions to remove ambiguity.
- Vocational fields: Explain the importance of means of transportation in the community.
Life skills: Identifying the relation among different elements - Observing.
54


I Learned
Goods
Living
Non-living
Types of Goods
Natural
Man-made
Types of Transportation
Move people
Move goods
55



Magnet Investigation

Activity 1 Look and think, then choose:

Magnet attracts me

Attracts **Doesn't attract**

Choose:

Nails are: (Attracted - Not attracted)

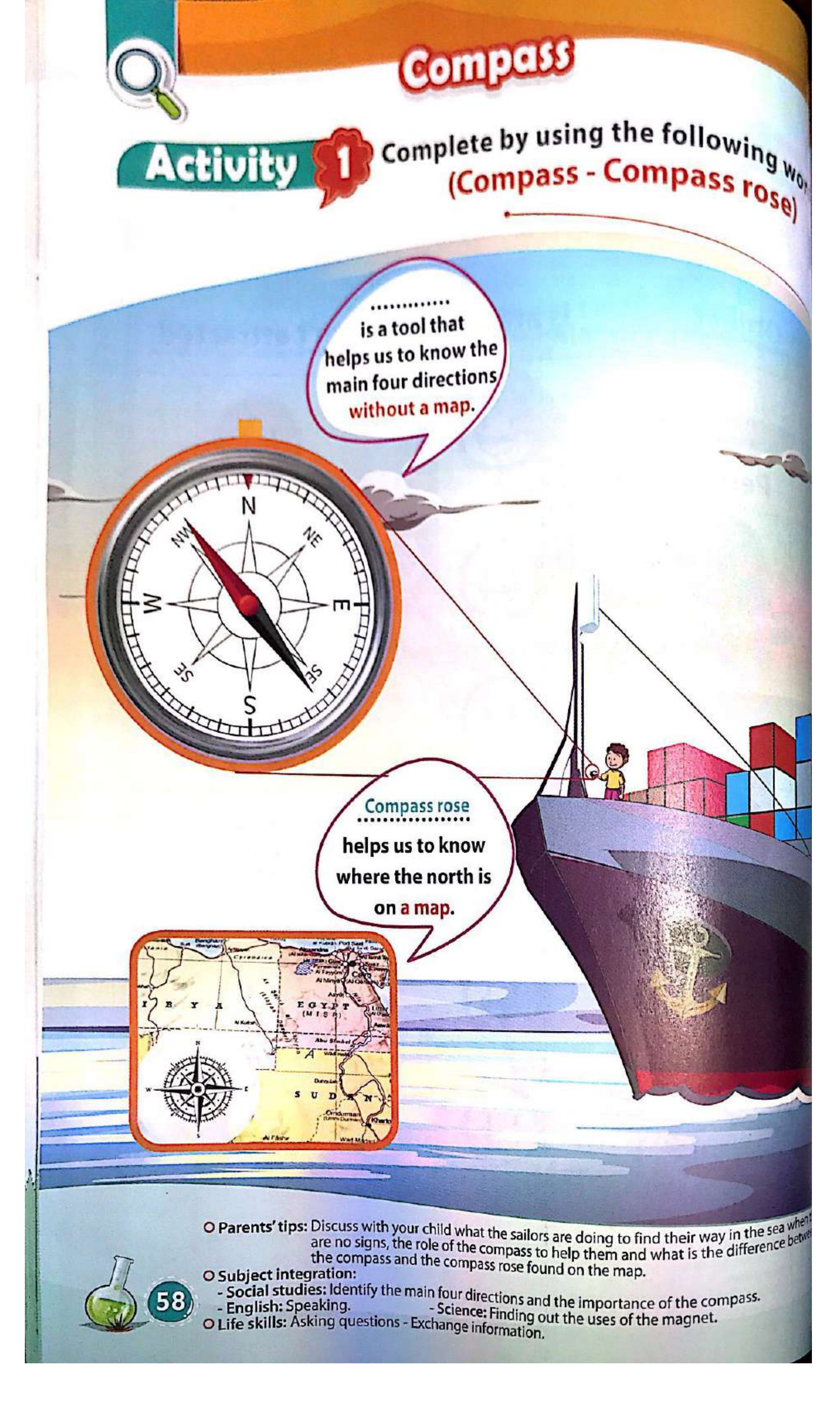
- **Parents' tips:** Help your child look at the pictures, then discuss with him/her what was attracte the magnet and what wasn't according to the concept "Magnet attracts metal".
- **Subject integration:**
  - **Science:** Differentiate between materials that are attracted by the magnet and that aren't.
  - **English:** Observing, listening and speaking.
- **Life skills:** Observing - Discovering - Asking questions.

Activity 2 Look and think, then color:

Object	is attracted	isn't attracted
Pencil		
Coin		
Ruler		
Button		
Spring		
Paper clip		

- **Parents' tips:** Help your child select a group of things to see what will be attracted by the magnet and what will not.
- **Subject integration:**
  - **Science:** Differentiate between materials that are attracted by the magnet and that aren't.
  - **English:** Observing, listening and speaking.
- **Life skills:** Observing - Verbal communication - Discovering.





Compass
Activity 1
Complete by using the following wo
(Compass - Compass rose)
....
is a tool that
helps us to know the
main four directions
without a map.
N
NE
E
SE
S
SW
W
NW
Compass rose
....
helps us to know
where the north is
on a map.
O Parents' tips: Discuss with your child what the sailors are doing to find their way in the sea when
are no signs, the role of the compass to help them and what is the difference betw
the compass and the compass rose found on the map.
O Subject integration:
- Social studies: Identify the main four directions and the importance of the compass.
- English: Speaking.
- Science: Finding out the uses of the magnet.
O Life skills: Asking questions - Exchange information.
58

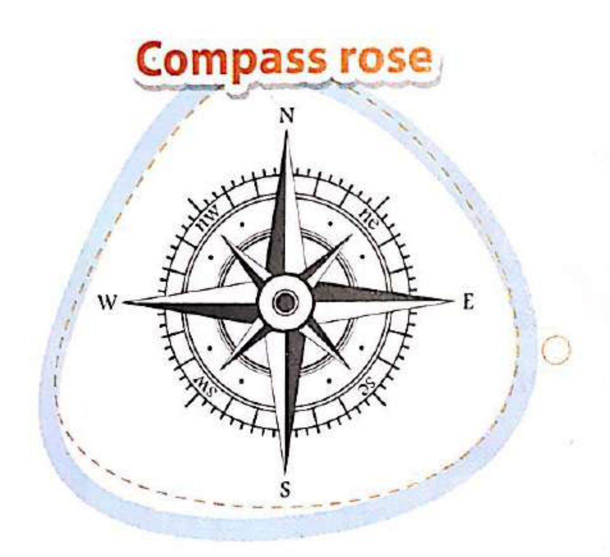


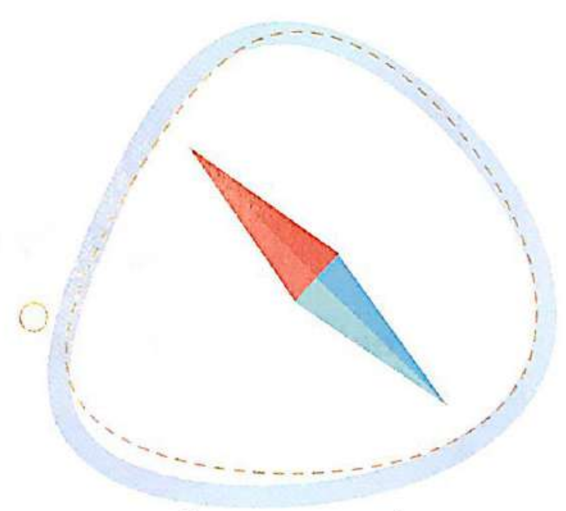
Match:





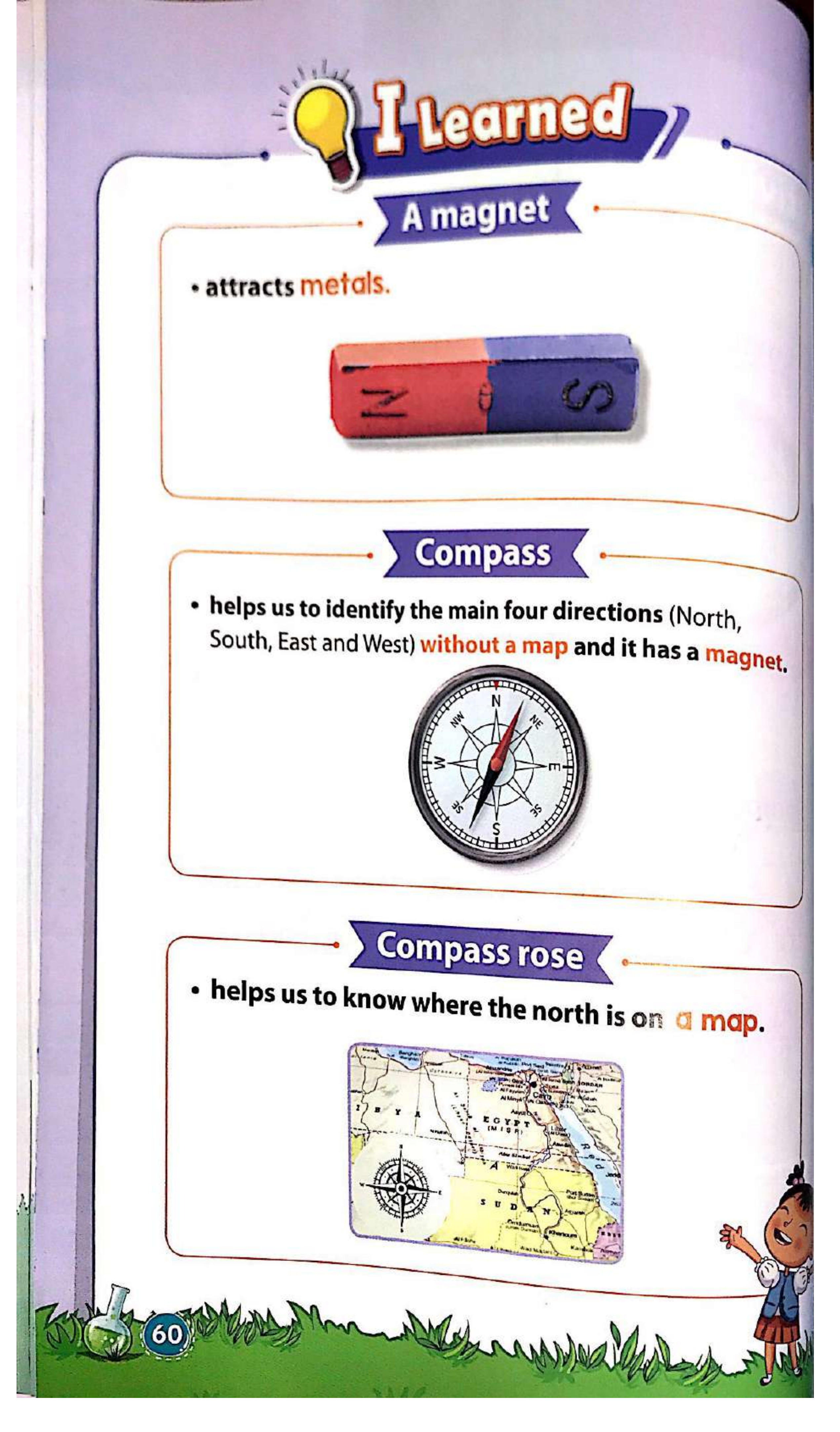
is used on a map





has a magnet





I Learned

A magnet

- attracts metals.

Compass

- helps us to identify the main four directions (North, South, East and West) without a map and it has a magnet.

Compass rose

- helps us to know where the north is on a map.

How the Sun Moves in the Sky

Activity 1 Trace the following:

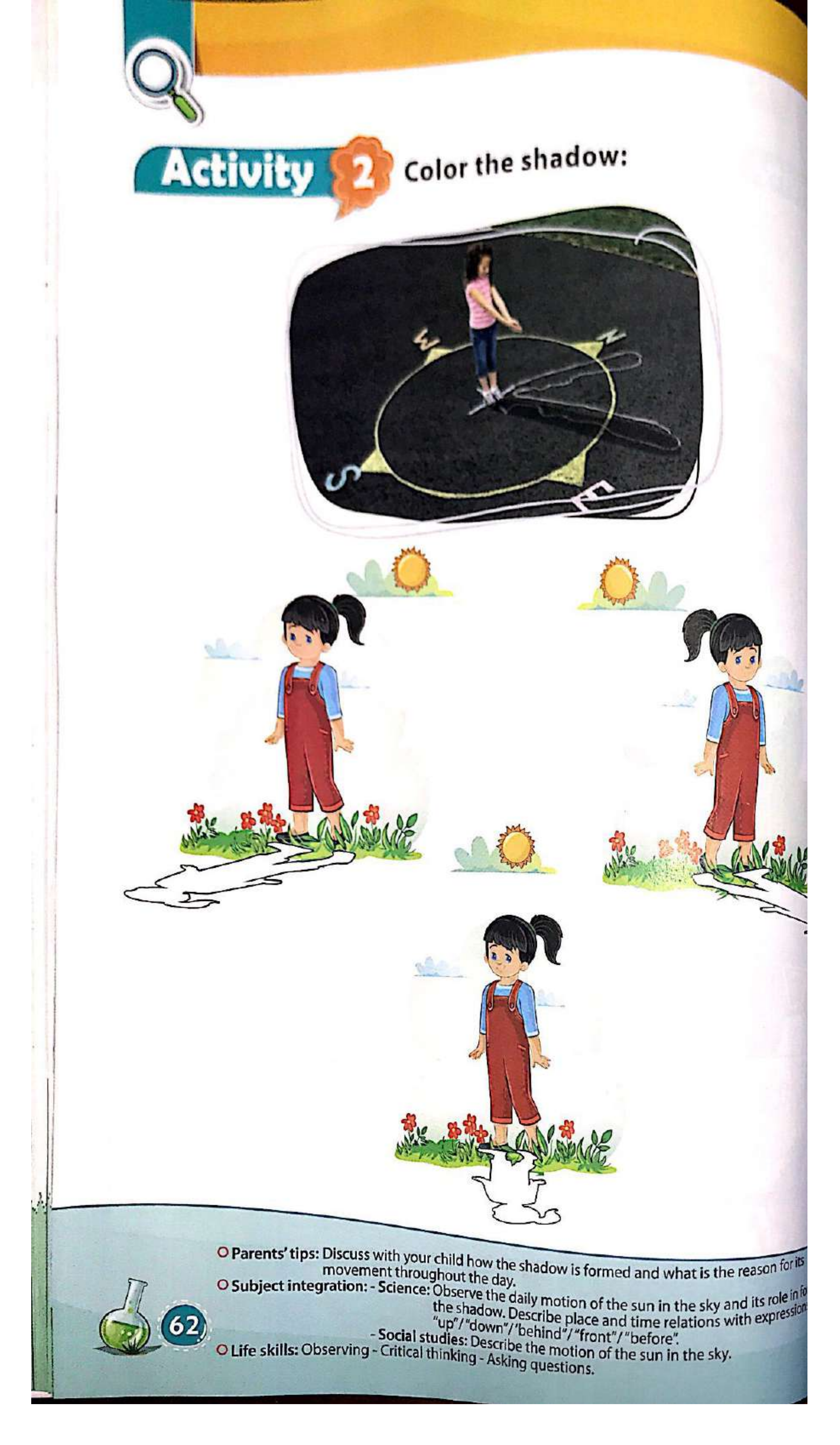
The sun rises from the east.

The sun sets in the west.

- **Parents' tips:** Help your child look at the picture to know the difference between the direction the sun rises from and it sets in.
- **Subject integration:**
  - **Social studies:** Identify the main four directions.
  - **English:** Read the text accurately to support understanding.
  - **Science:** Observe the movement of the sun in the sky.
- **Life skills:** Observing - Asking questions - Collecting data.



Activity 2 Color the shadow:



- **Parents' tips:** Discuss with your child how the shadow is formed and what is the reason for its movement throughout the day.
- **Subject integration:** - **Science:** Observe the daily motion of the sun in the sky and its role in fo the shadow. Describe place and time relations with expression "up"/"down"/"behind"/"front"/"before".
  - **Social studies:** Describe the motion of the sun in the sky.
- **Life skills:** Observing - Critical thinking - Asking questions.

A Tourist for a Day



Choose the places that the tourist will visit:



Bakery shop



Cairo Tower



Museum



Auto garage



Restaurant

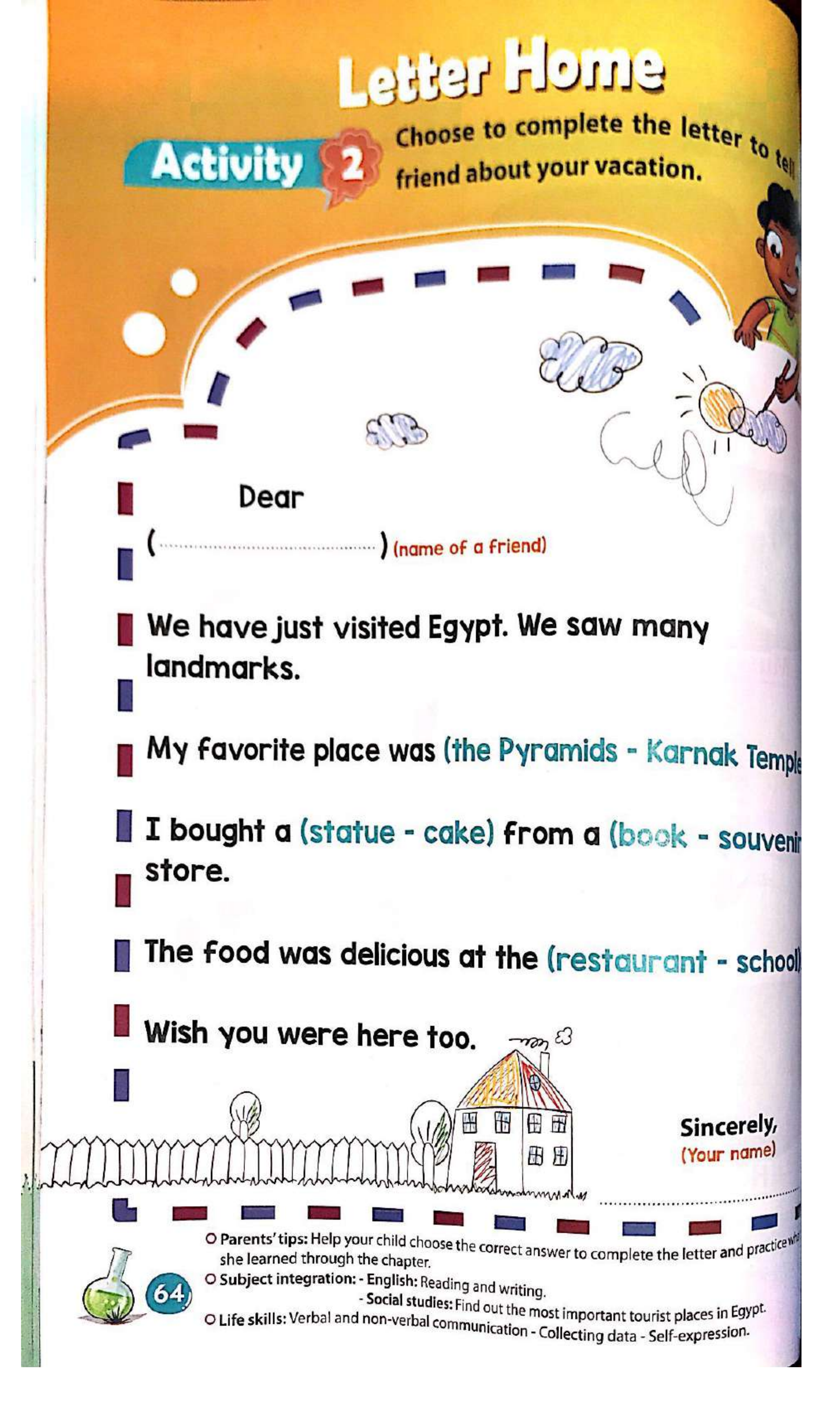


Souvenir store



Hotel

- **Parents' tips:** Discuss with your child the places in the pictures and the important places that the tourists will be interested to visit in Egypt.
- **Subject integration:** - **Social studies:** The importance of tourist places and the monuments in the society. Following proper rules and behaviors when visiting tourist places.
  - **English:** Read common, high-frequency words by sight.
- **Life skills:** Observing - Selecting proper solution - Asking questions.



Letter Home

Activity 2 Choose to complete the letter to tell friend about your vacation.

Dear

(..............................) (name of a friend)

We have just visited Egypt. We saw many landmarks.

My favorite place was (the Pyramids - Karnak Temple

I bought a (statue - cake) from a (book - souvenir store.

The food was delicious at the (restaurant - school)

Wish you were here too.

Sincerely,
(Your name)
....

- Parents' tips: Help your child choose the correct answer to complete the letter and practice wh she learned through the chapter.
- Subject integration: - English: Reading and writing.
  - Social studies: Find out the most important tourist places in Egypt.
- Life skills: Verbal and non-verbal communication - Collecting data - Self-expression.

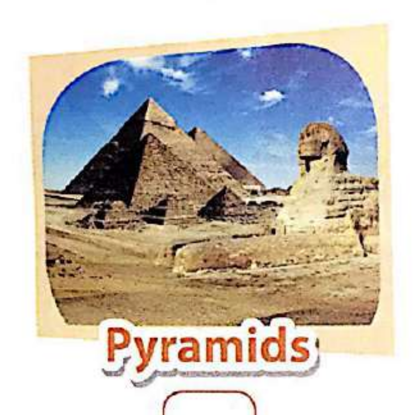
Destination Egypt



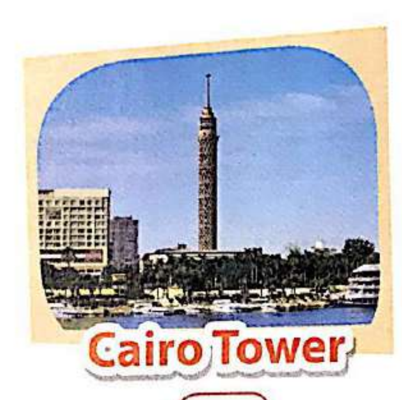
Look at the location of **Egypt** on the world map:

World map

- **Choose your favorite place.**

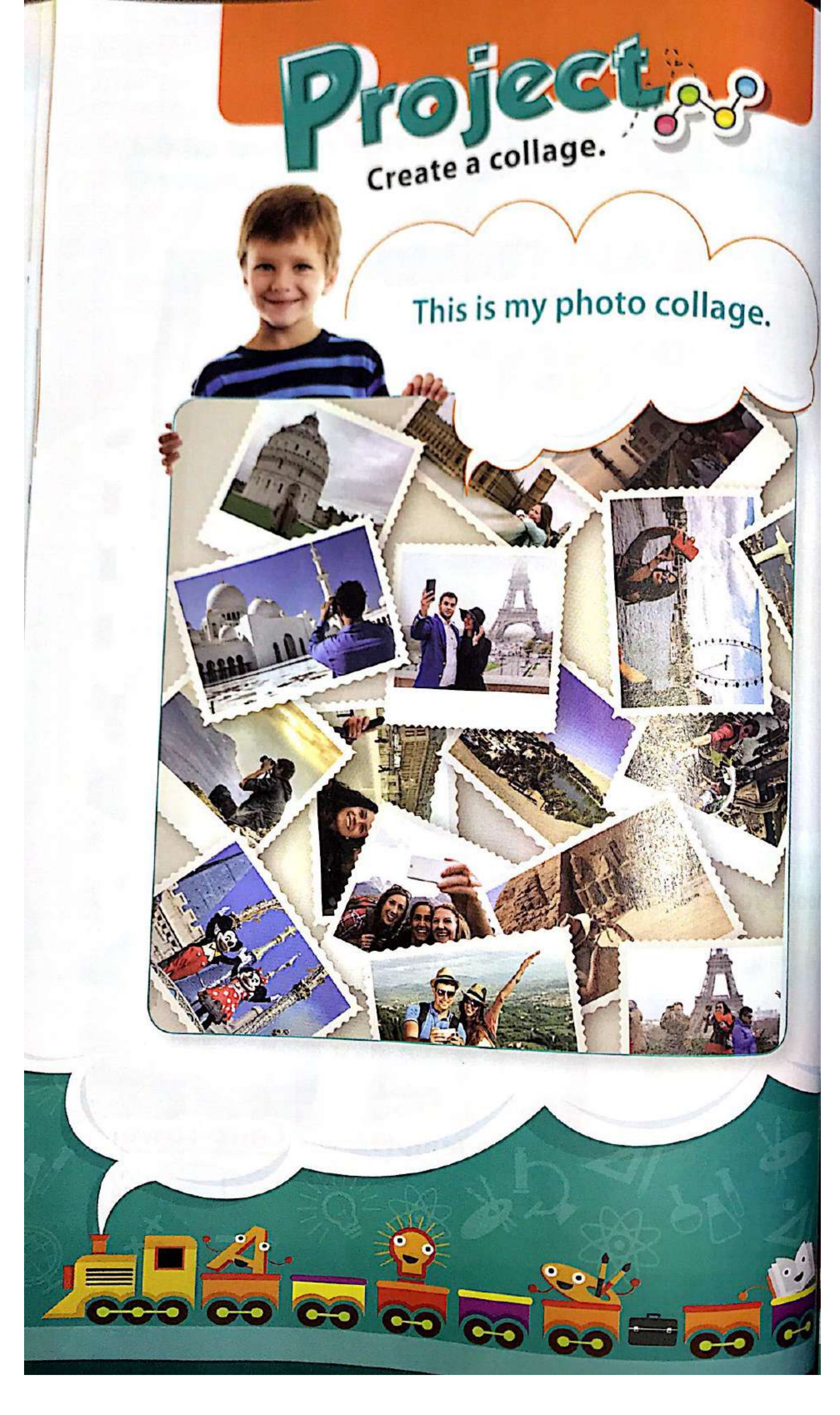


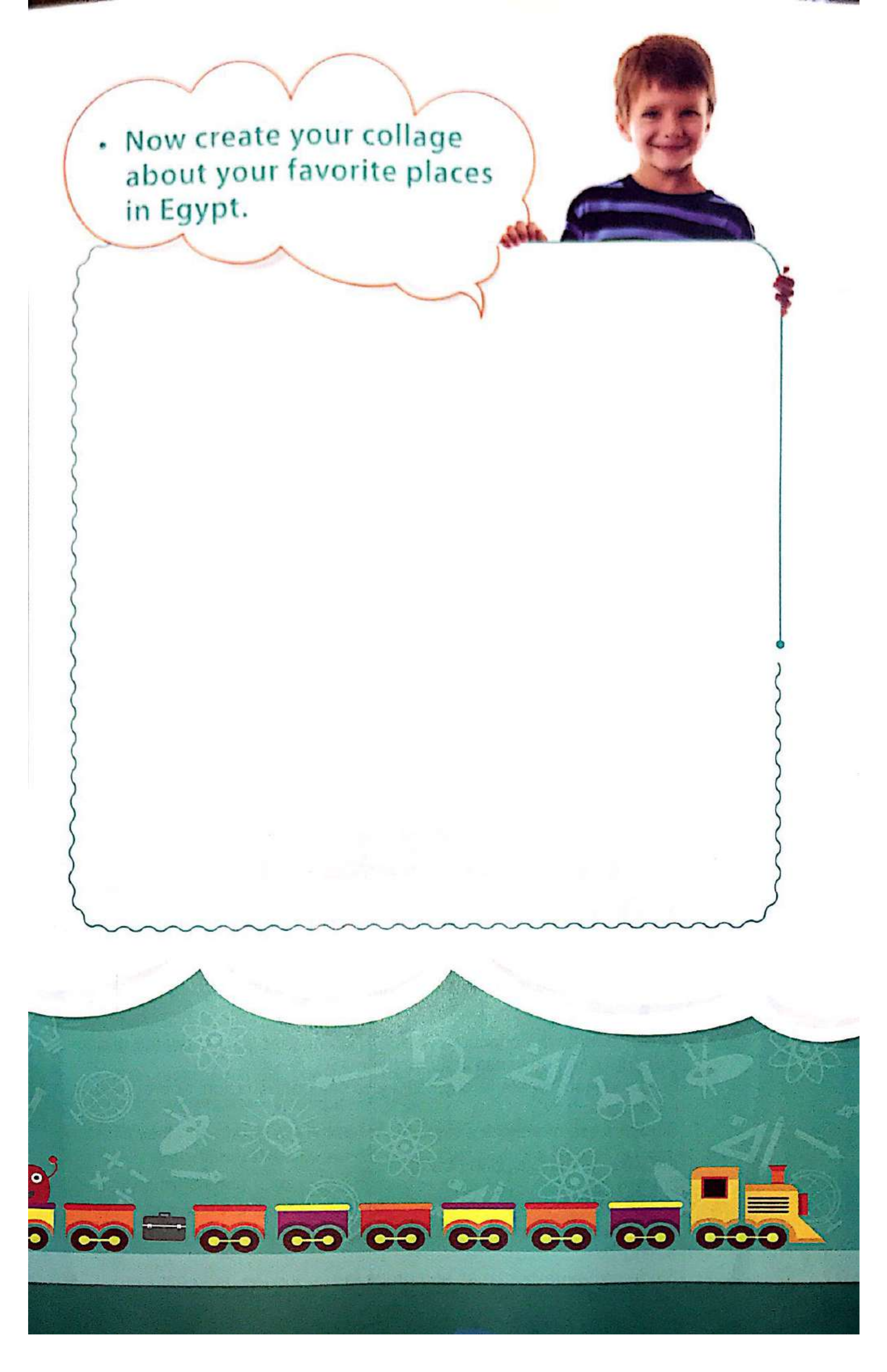


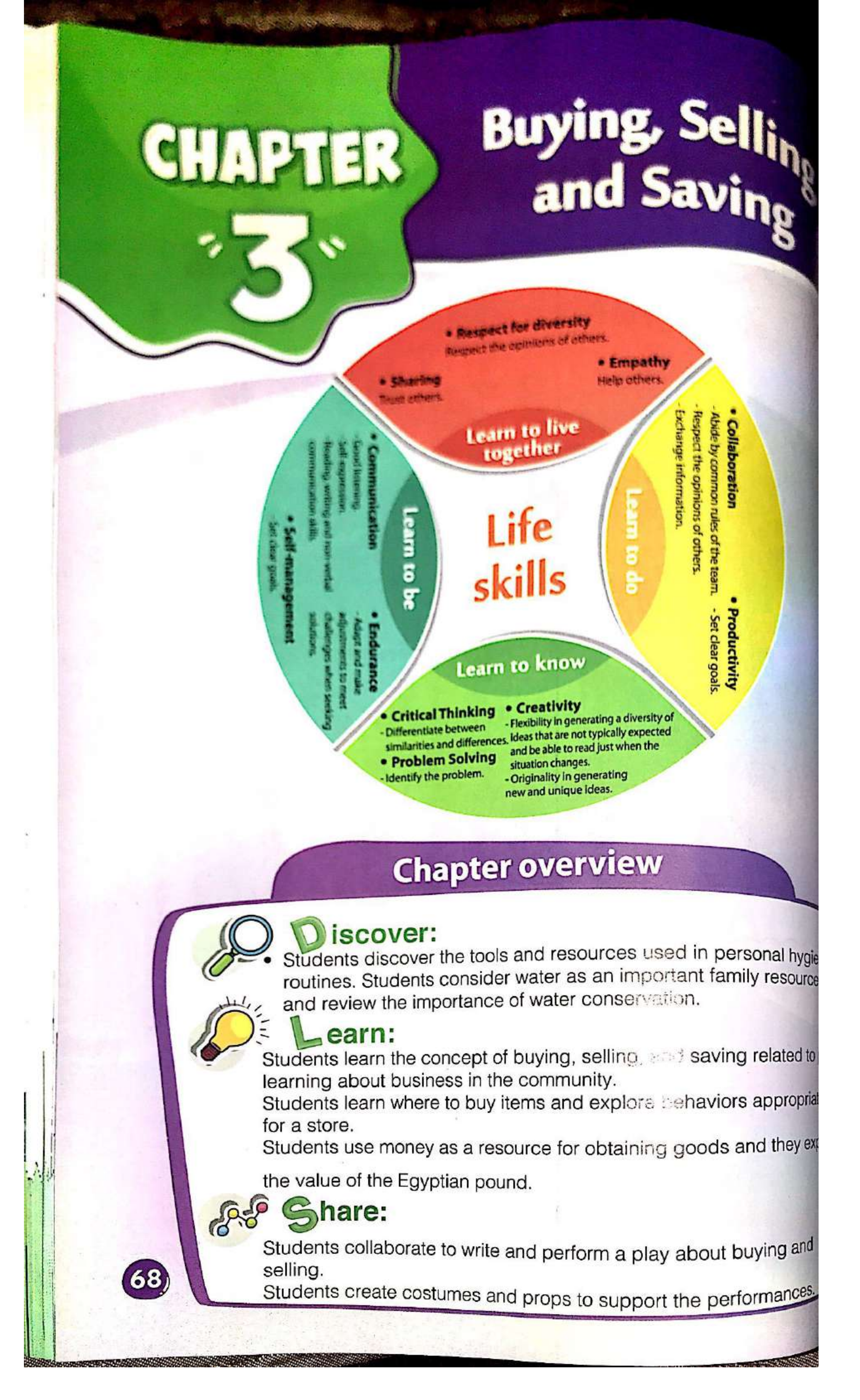


- **Parents' tips:** Help your child look at the map and find out the location of Egypt on the world map.
- **Subject integration:**
  - **Social studies:** Find out the most important tourist attractions in Egypt.
  - **English:** Reading and speaking.
- **Life skills:** Exchange information - Verbal communication - Self-expression.




Project
Create a collage.
This is my photo collage.


• Now create your collage about your favorite places in Egypt.



CHAPTER
3
Buying, Selling
and Saving
• Respect for diversity
Respect the opinions of others.
• Empathy
Help others.
• Sharing
Trust others.
Learn to live together
• Collaboration
- Abide by common rules of the team.
- Respect the opinions of others.
- Exchange information.
• Productivity
- Set clear goals.
Learn to do
Life skills
Learn to be
• Communication
• Self-management
• Endurance
Learn to know
• Critical Thinking
- Differentiate between similarities and differences.
• Problem Solving
- Identify the problem.
• Creativity
- Flexibility in generating a diversity of ideas that are not typically expected and be able to read just when the situation changes.
- Originality in generating new and unique ideas.
Chapter overview
Discover:
Students discover the tools and resources used in personal hygie
routines. Students consider water as an important family resource
and review the importance of water conservation.
Learn:
Students learn the concept of buying, selling, and saving related to
learning about business in the community.
Students learn where to buy items and explore behaviors appropria
for a store.
Students use money as a resource for obtaining goods and they ex
the value of the Egyptian pound.
Share:
Students collaborate to write and perform a play about buying and
selling.
Students create costumes and props to support the performances.
68

Instructional Focus



Students will:

- Expand the definition of resources to include something used to reach a goal.
- Act out personal hygiene routines.
- Name personal hygiene tools.
- Use previous writing to review learning.
- Distinguish between ways to conserve water.
- Recognize food as a family resource.
- Review healthy and unhealthy food choices.
- Discover guidelines for distingushing between healthy and unhealthy food.
- Create a grocery list for a healthy dinner.



Students will:

- Match the goods to the places where they are sold.
- Model appropriate behavior while shopping.
- Identify main characters and setting in a fictional story.
- Recall details of a story.
- Sequence events in order.
- Explore cost as the amount of money needed to buy goods.
- Practice buying goods with L.E. 1 and L.E. 10 pound notes.
- Use L.E. 1 and L.E. 10 notes to count through 50.
- Practice the conversation of buying and selling.
- Role play buying and selling personal hygiene tools.



Students will:

- Brainstorm the important details of a play.
- Collaborate and write a simple script for a play about buying and selling goods.
- Practice performing a group play.
- Create props and costume needed for the performance.
- Follow space/time relational directions such as up, down, behind, in front of, before, after, and during.
- Work with classmates to keep the environment clean.
- Demonstrate respect for others' performances.
- Perform buying and selling plays.


Personal Hygiene
We must stay clean and healthy.

Activity 1

Draw 🙂 for what you do to stay clean and healthy:



washing hands

brushing teeth

taking bath

brushing hair

picking up dirty tissues

trimming hand nails

- **Parents' tips:** Discuss with your child good personal hygiene habits.
- **Subject integration:** - **English:** Vocabulary acquisition.
  - **Science:** Personal hygiene.
  - **Social studies:** Differentiate between acceptable and unacceptable behaviors.
- **Life skills:** Asking questions - Critical thinking.


Activity 2
Match each tool to its correct act
Tool
Action
Toothbrush
washing han
Soap
washing hai
Comb
brushing tee
Shampoo
brushing hai
Parents' tips: Discuss with your child the different tools that are used for good personal
Subject integration: - English: Vocabulary acquisition.
- Science: Personal hygiene.
- Social studies: Differentiate between acceptable and unacceptable behaviors.
Life skills: Exchange information - Setting clear goals.
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Put (✓) for the correct behavior and (x) for the wrong one:







We must keep ourselves healthy and clean by:


taking bath

brushing teeth


washing hands


brushing hair

We must conserve water while using it.

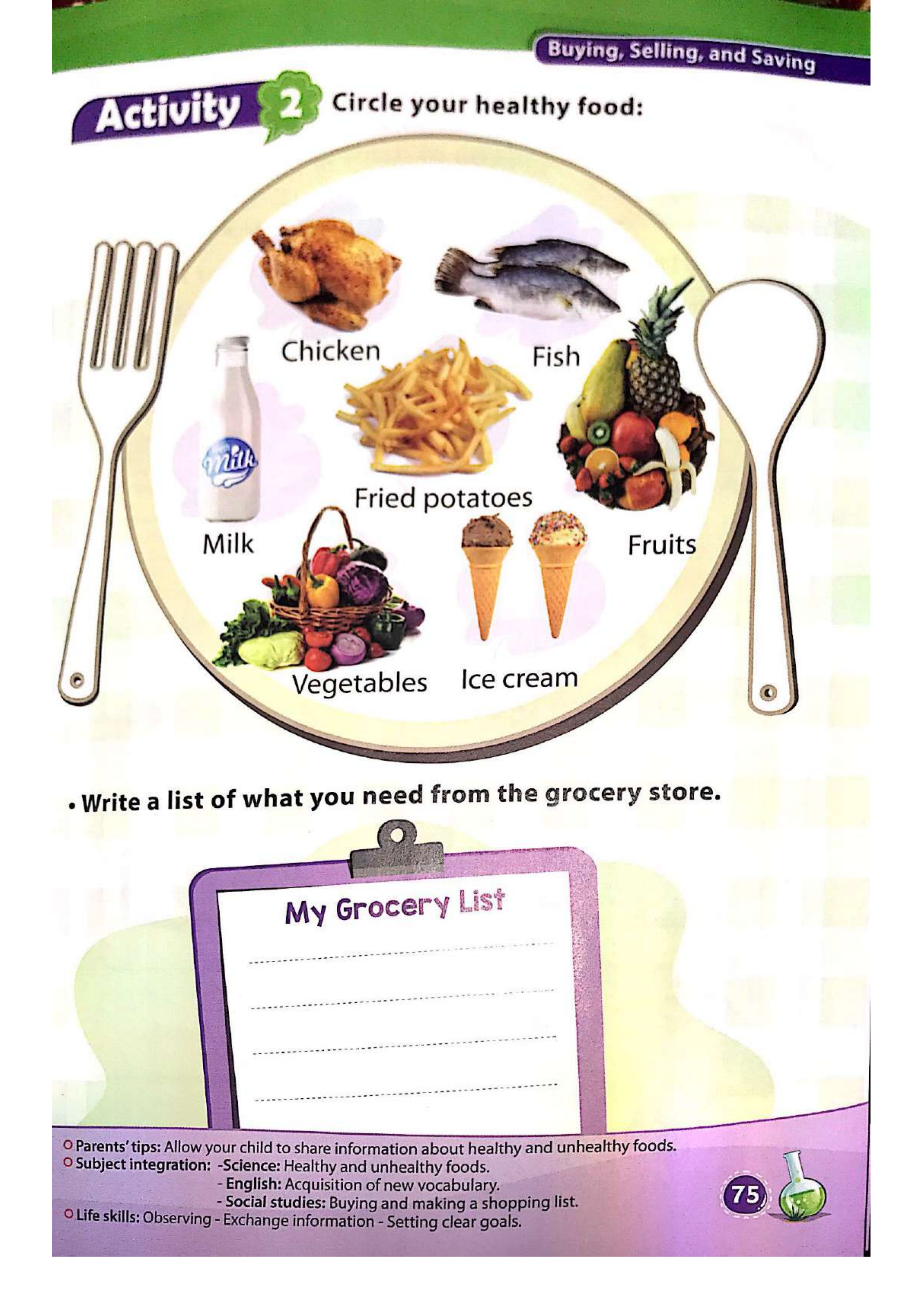


Healthy Foods

Activity 1 Color the healthy food to complet the maze:

- **Parents' tips:** Listen to your child review what has been learned in the first term about healthy foods.
- **Subject integration:** - **Science:** Healthy and unhealthy foods.
  - **Art:** Coloring.
- **Life skills:** Observing - Exchange information - Setting clear goals.

Activity 2 Circle your healthy food:



• **Write a list of what you need from the grocery store.**

My Grocery List

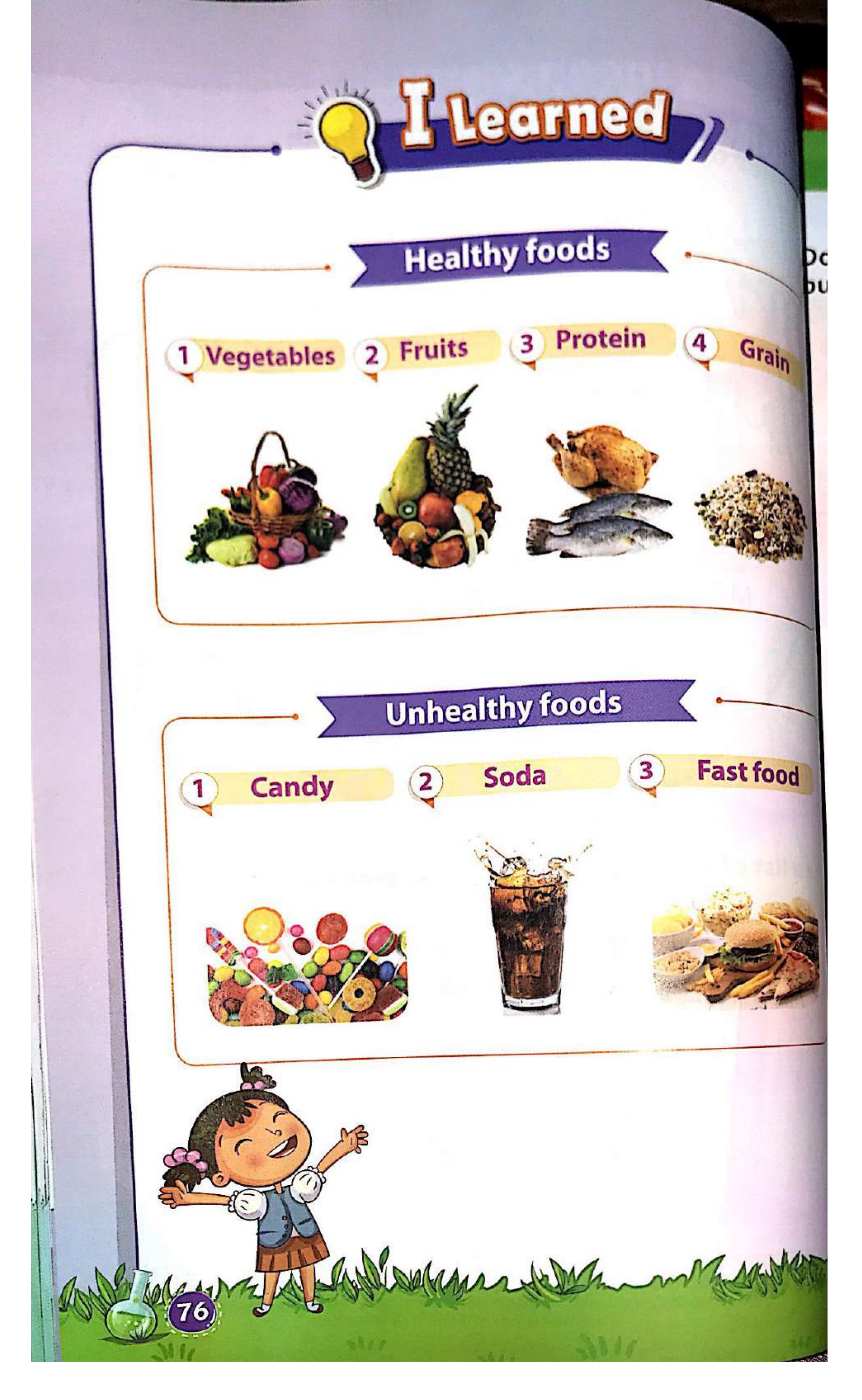
....

....

....

....

- **Parents' tips:** Allow your child to share information about healthy and unhealthy foods.
- **Subject integration:** -**Science:** Healthy and unhealthy foods.
  - **English:** Acquisition of new vocabulary.
  - **Social studies:** Buying and making a shopping list.
- **Life skills:** Observing - Exchange information - Setting clear goals.


I Learned
Healthy foods
1 Vegetables
2 Fruits
3 Protein
4 Grain
Unhealthy foods
1 Candy
2 Soda
3 Fast food
76

Going Shopping

Dodo and Nono are tourists visiting the town, they want to buy some items. Help them to go shopping by matching:





- Toothbrush
- Toothpaste
- Comb

Clothing shop



- Shirt
- Dress

Pharmacy



- Cake
- Bread

Bookstore



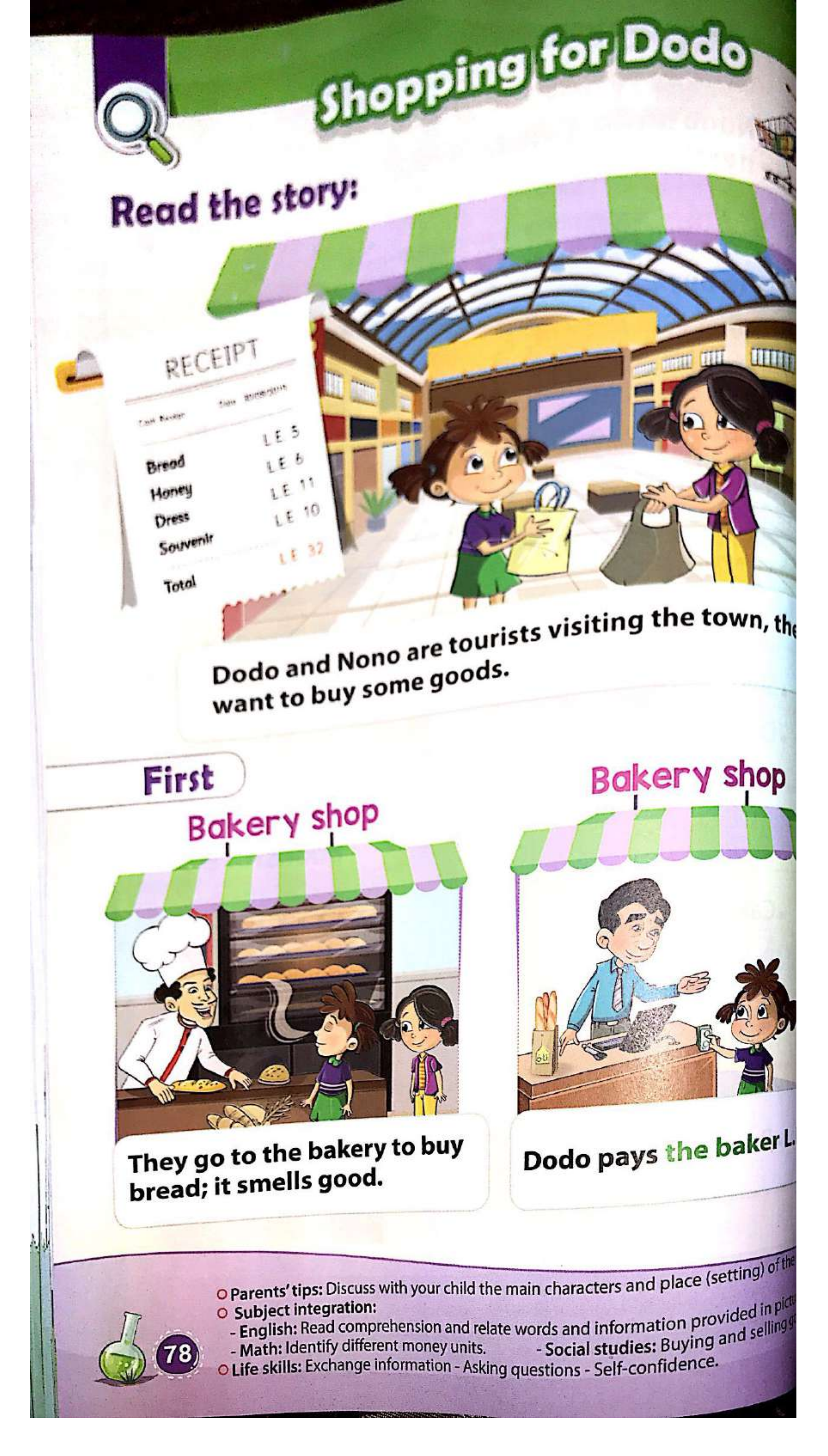
- Book

Bakery



- **Parents' tips:** Discuss with your child where different goods are bought.
- **Subject integration:** - **English:** Acquire and use new vocabulary.
  - **Social studies:** Understand the relation between goods and where they are sold.
- **Life skills:** Asking questions - Setting clear goals.





Shopping for Dodo

Read the story:

Dodo and Nono are tourists visiting the town, th[e]y want to buy some goods.

First

They go to the bakery to buy bread; it smells good.

Dodo pays the baker L.

- **Parents' tips:** Discuss with your child the main characters and place (setting) of the
- **Subject integration:**
  - **English:** Read comprehension and relate words and information provided in pict
  - **Math:** Identify different money units.
  - **Social studies:** Buying and selling g
- **Life skills:** Exchange information - Asking questions - Self-confidence.


Buying, Selling, and Saving
Next
Grocery store
They go to the grocery store to buy honey.
Grocery store
Dodo pays the grocer L.E. 6
Then
Clothing store
They go to the clothing store to buy a dress.
Clothing store
Dodo pays L.E. 11 for the dress.
Finally
Souvenir store
They go to the souvenir store to buy a souvenir.
Souvenir store
L.E 10
Dodo pays L.E. 10 for the souvenir.
79



Activity 1

Order the "events" of Dodo and No[...] story as they happened:

(Second - Third - Fourth - First)

Dodo and Nono

Clothing store

First

Souvenir store

Bakery shop

Grocery store

- Parents' tips: Help your child sequence the major events of the story.
- Subject integration:
  - English: Read the comprehension text and arrange story events. Acquire new voca[...]
  - Social studies: Buying and selling goods. Identify places where goods are sold.
- Life skills: Observing - Asking questions - Self-confidence.

Activity 2

Write the names of the "event" to complete the story of Dodo and Nono:

1

2

Bakery store

3

4

5

Parents' tips: Help your child write the names of the places that Dodo and Noha visit.
Subject integration: - **English:** Practice writing new vocabulary.
- **Social studies:** Identify places where goods are sold.
Life skills: Observing - Communication.





Let's Go Shopping

Activity 1 Sort the goods in the table:

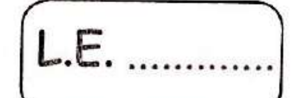
The goods that cost the Most	The goods that cos the Least
....	....
....	....

- Parents' tips: Discuss with your child the amount of money needed to buy goods
- Subject integration: - English: Practice new vocabulary.
  - Math: Compare prices.
- Life skills: Collecting data - Communication - Critical thinking.

Activity 2 Choose the goods you want to buy, then complete:



Complete

- I will buy the ...., it costs L.E. ....
- I will buy the ...., it costs L.E. ....
- L.E. .... +  = L.E. ....
- So, to buy these goods, I need .... pounds.



Activity 3 Complete the sentences:

At the store, I bought ....

This item cost L.E. ....

I used (or) to buy this item.

- **Parents' tips:** Allow your child to practice the sentences with you and other family memb
- **Subject integration:**
  - **Vocational fields:** Demonstrate social communication skills in buying and selling situat
  - **English:** Practice reading and writing buying and selling phrases.
  - **Math:** Identify money units.
- **Life skills:** Asking questions - Setting clear goals - Collecting data.

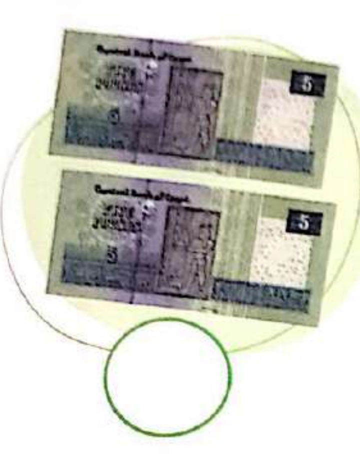




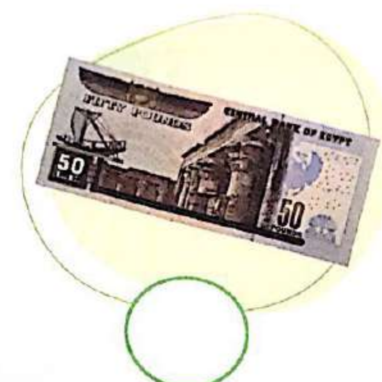
Activity 4 Look at the picture and answer:

Dodo wants to buy a new dress. Tick (✓) for the money she will need:







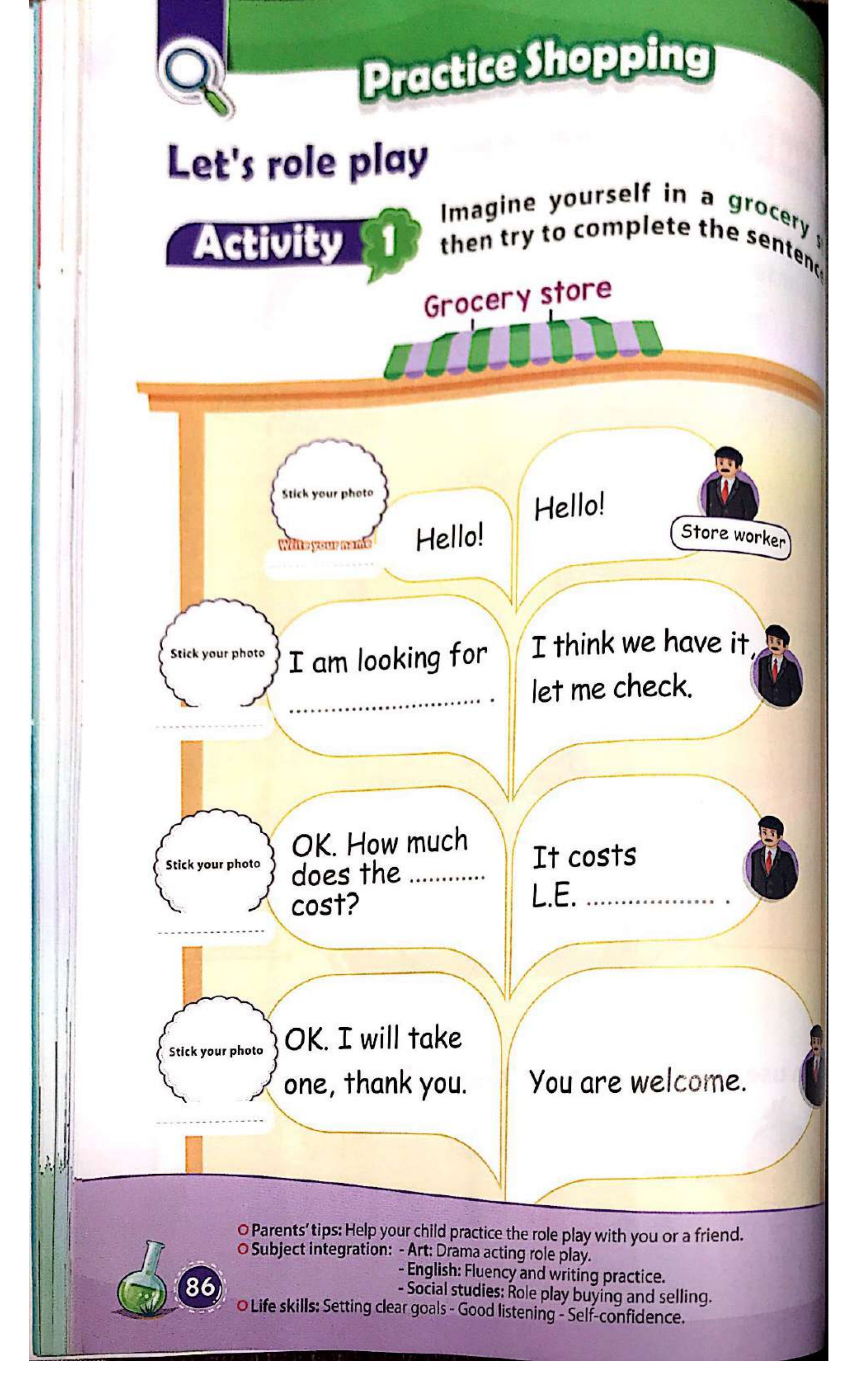




I Learned

We can use [money] to **buy** the goods we need and want.




Practice Shopping
Let's role play
Activity 1
Imagine yourself in a grocery s
then try to complete the sentenc
Grocery store
Stick your photo
Write your name
Hello!
Hello!
Store worker
Stick your photo
I am looking for
....
I think we have it,
let me check.
Stick your photo
OK. How much
does the ....
cost?
It costs
L.E. ....
Stick your photo
OK. I will take
one, thank you.
You are welcome.
Parents' tips: Help your child practice the role play with you or a friend.
Subject integration: - Art: Drama acting role play.
- English: Fluency and writing practice.
- Social studies: Role play buying and selling.
Life skills: Setting clear goals - Good listening - Self-confidence.
86



Read your previous play, then choose to complete:



Who are the people in the play?

You and the store (worker or bakery).

Grocery store



Setting (place)

Where was the play?

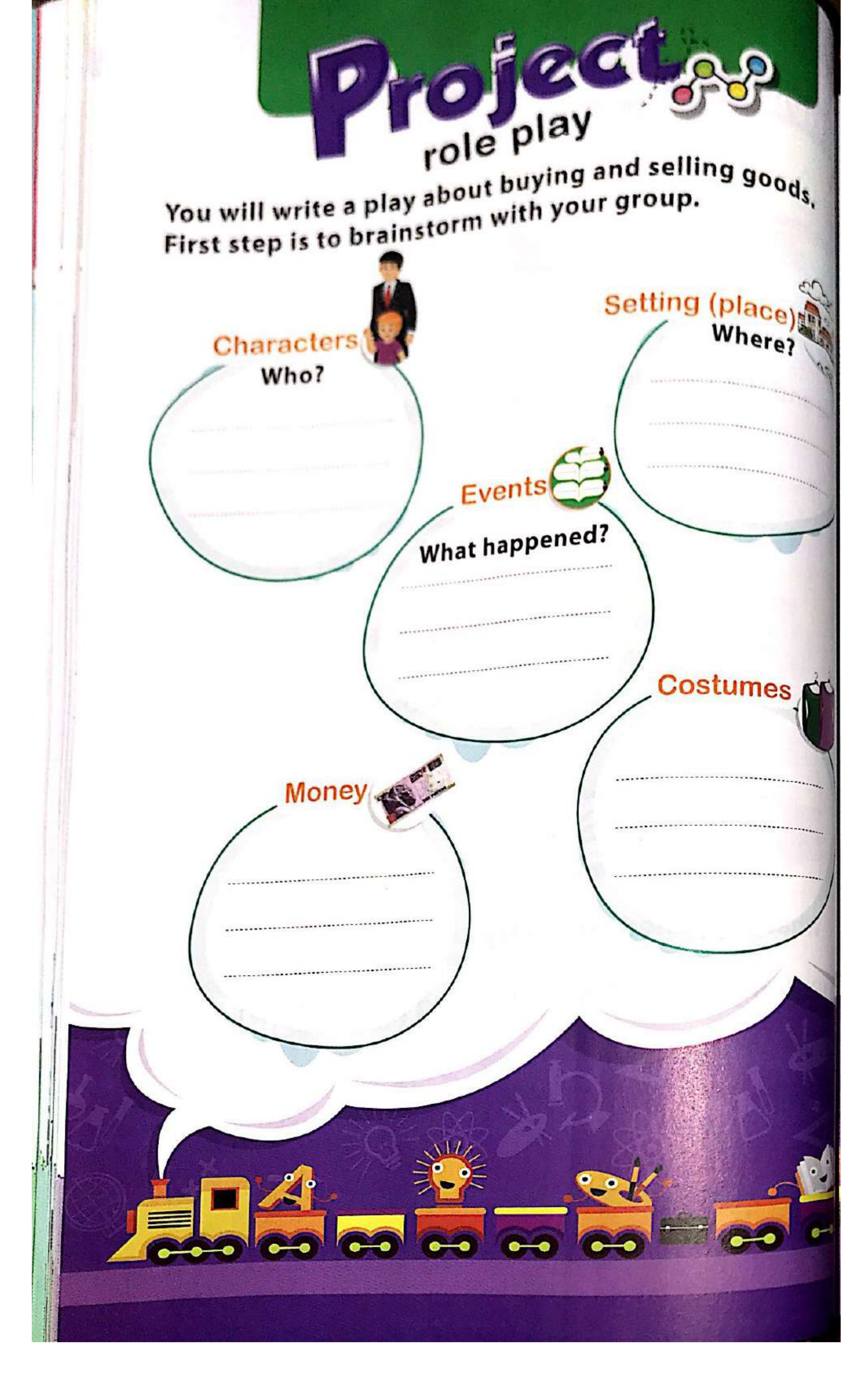
(Grocery store or Bakery)

Events

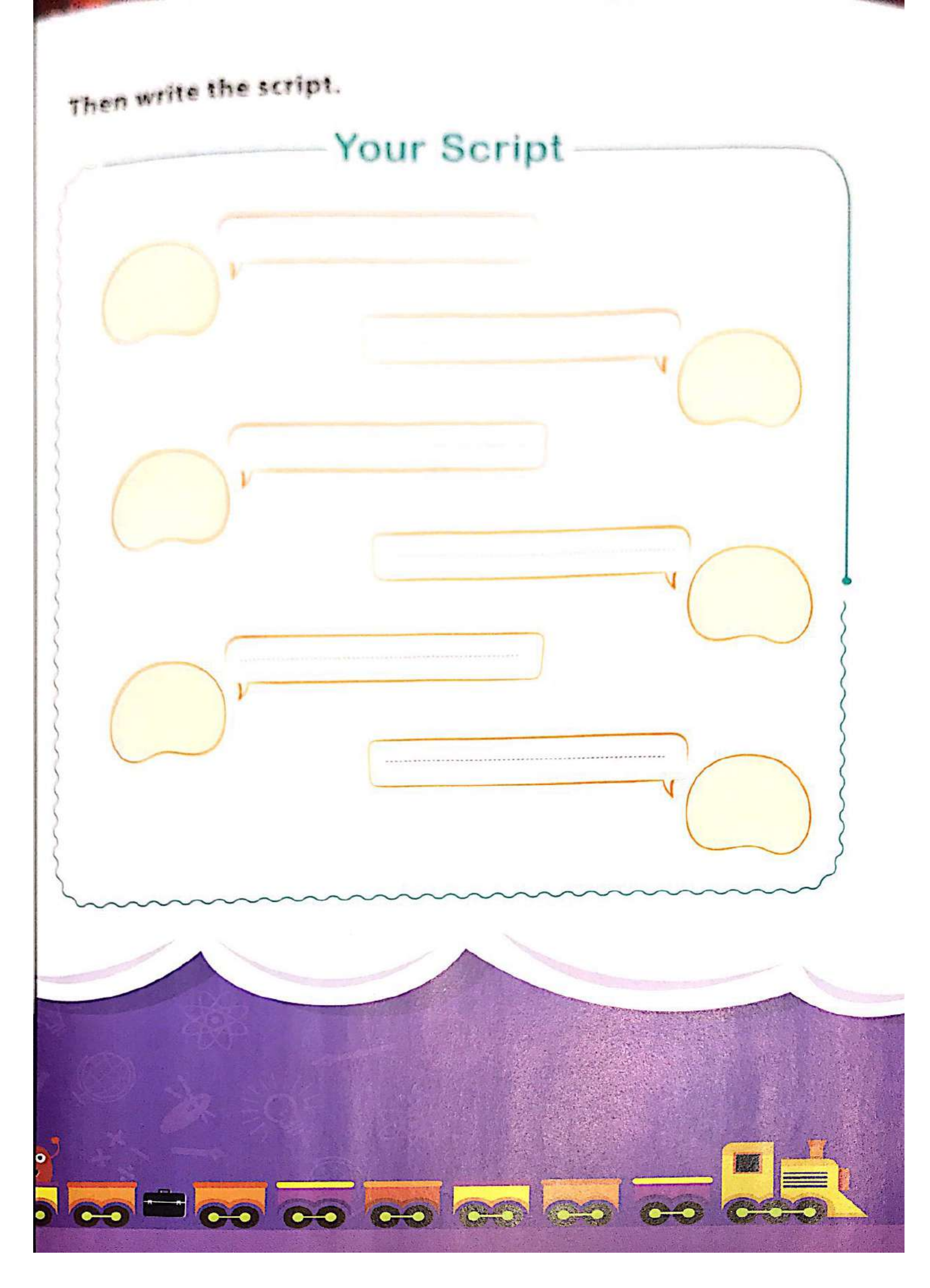
What happened in the play?

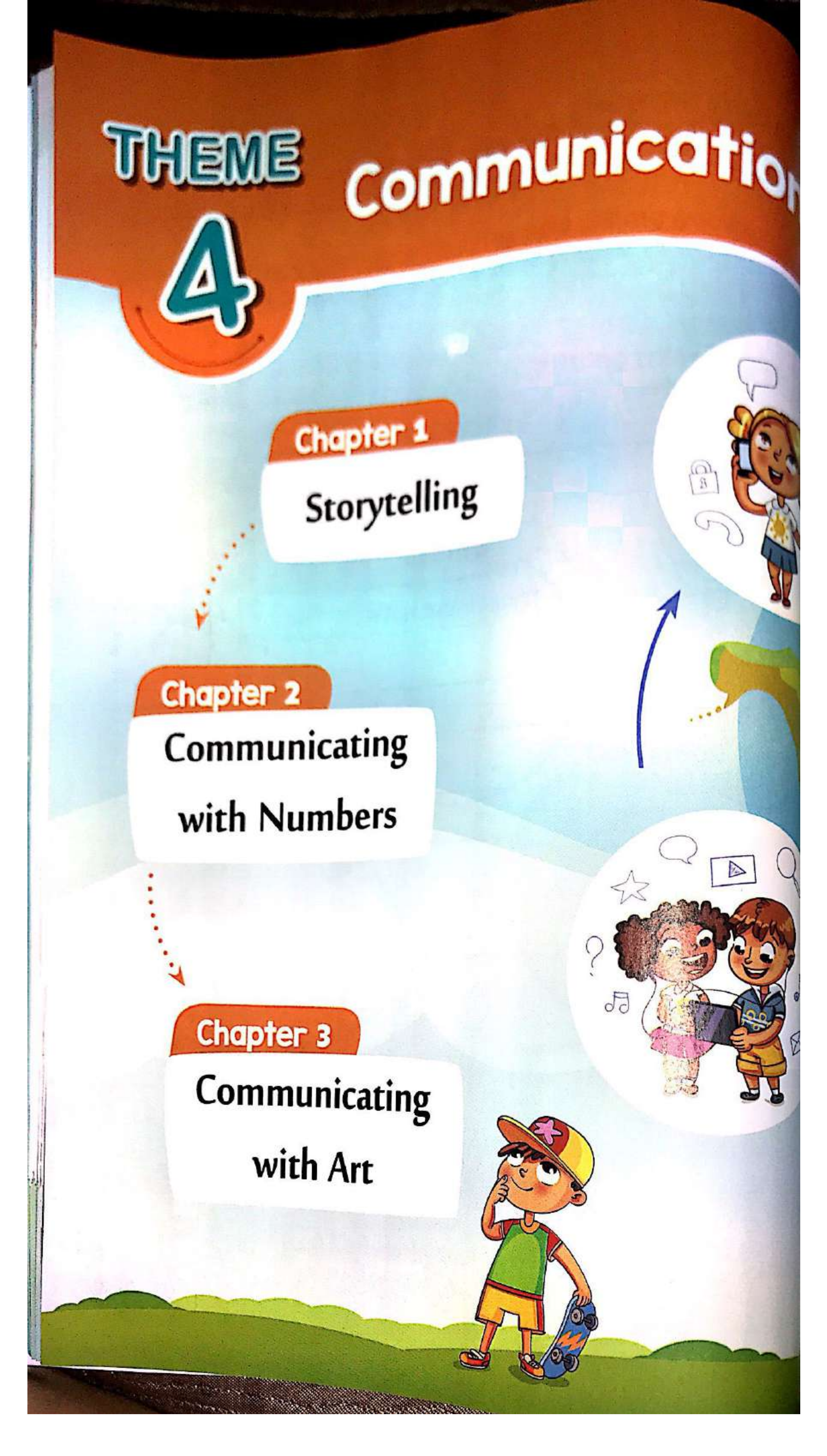
(Buying and selling or Visiting an art show)

- **Parents' tips:** Help your child to extract the main characters and places from the play.
- **Subject integration:** - **English:** Speaking and reading.
  - **Science:** Ask questions about the surrounding environment.
  - **Social studies:** Play a role of buying and selling goods.
- **Life skills:** Self-confidence - Observing - Setting clear goals.


Project
role play
You will write a play about buying and selling goods.
First step is to brainstorm with your group.
Characters
Who?
Setting (place)
Where?
Events
What happened?
Costumes
Money

Then write the script.




THEME 4
Communicatio
Chapter 1
Storytelling
Chapter 2
Communicating with Numbers
Chapter 3
Communicating with Art





CHAPTER 1 Storytelling

Chapter Overview

Discover:

- Students discover important elements of storytelling including the five senses and sequencing.

Learn:

- Students learn the elements of a story including beginning, middle, end, main characters, and setting.
- Students focus on the importance of details in storytelling and learn how illustrations help tell a story.
- Students learn to peer edit each other's work, sharing positive examples from stories and ways to improve.

Share:

- Students share an original narrative describing a favorite trip.

Instructional Focus

Discover

Students will:

- Define communication.
- Compare objects using the five senses.
- Discover descriptive words related to the five senses.
- Match illustrations to texts.
- Sequence events of a story.
- Act out a sequence of events.



Learn

Students will:

- Determine the beginning, middle, and end of a story.
- Identify important components of beginnings, middles, and ends.
- Order a mixed-up story.
- Identify the importance of the setting to a story.
- Determine important details to add to an illustration.
- Create an illustration of a favorite place, adding important details.
- Identify the importance of the main character to a story.
- Describe the characteristics of a main character in a story.
- Create an illustration of a main character, adding important details.
- Tell a story using only illustrations.
- Create a solution to a problem in a story.
- Peer edit another student's story.
- Create a puppet show to tell a story.
- Make puppets modeled after main characters in a story.
- Respect the performance of others.



Share

Students will:

- Recall details of a trip relating to the five senses.
- Begin to compose a personal narrative to recount the details of a favorite trip.
- Sequence the events in a story to draft a personal narrative.
- Provide a sense of closure.
- Edit a partner's narrative, correcting any spelling errors.
- Finalize a personal narrative recounting a favorite trip.
- Illustrate the final draft of the personal narrative.
- Present and share stories with class.
- Evaluate other students' stories.


Five Senses Scavenger Hunt


Storytelling
Activity 1
Search for the objects in the previous picture that you can smell, see, taste, touch or hear:
Sight
Smell
Touch
I can touch the cat.
Hearing
Taste
Parents' tips: Help your child practice new vocabulary: "I can see, touch, taste, hear, and smell ......" on different objects around him/her.
Subject integration: - English: (Fluency) Produce and practice sentences.
- Science: Investigate objects.
- Social studies: Communicate effectively with others.
Life skills: Observing - Differentiation - Self-expression.
95



Activity 2

Which sense will you use with th
following objects?

(Sight - Smell - Taste - Touch - Hearing)

....

....

....

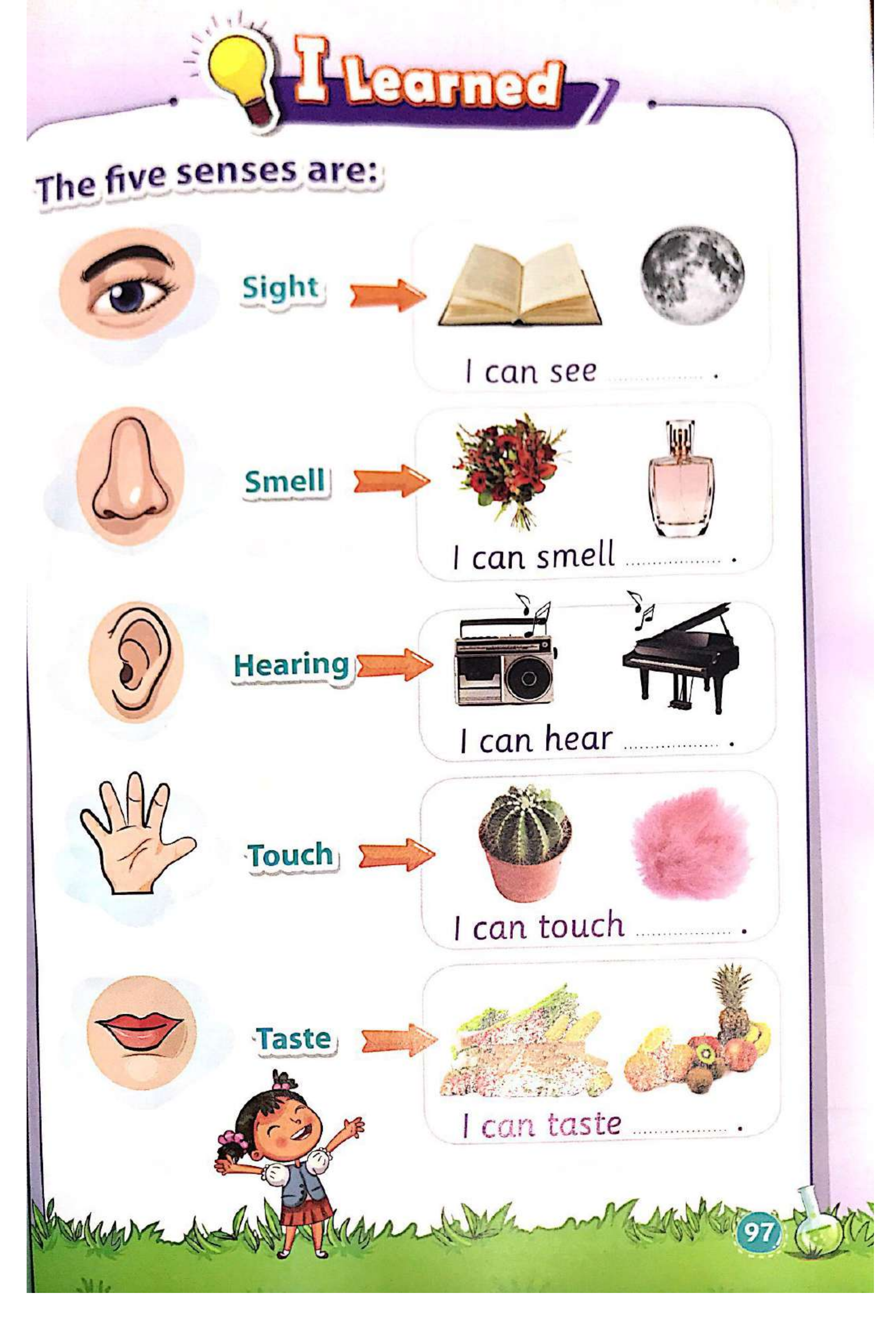
....

....

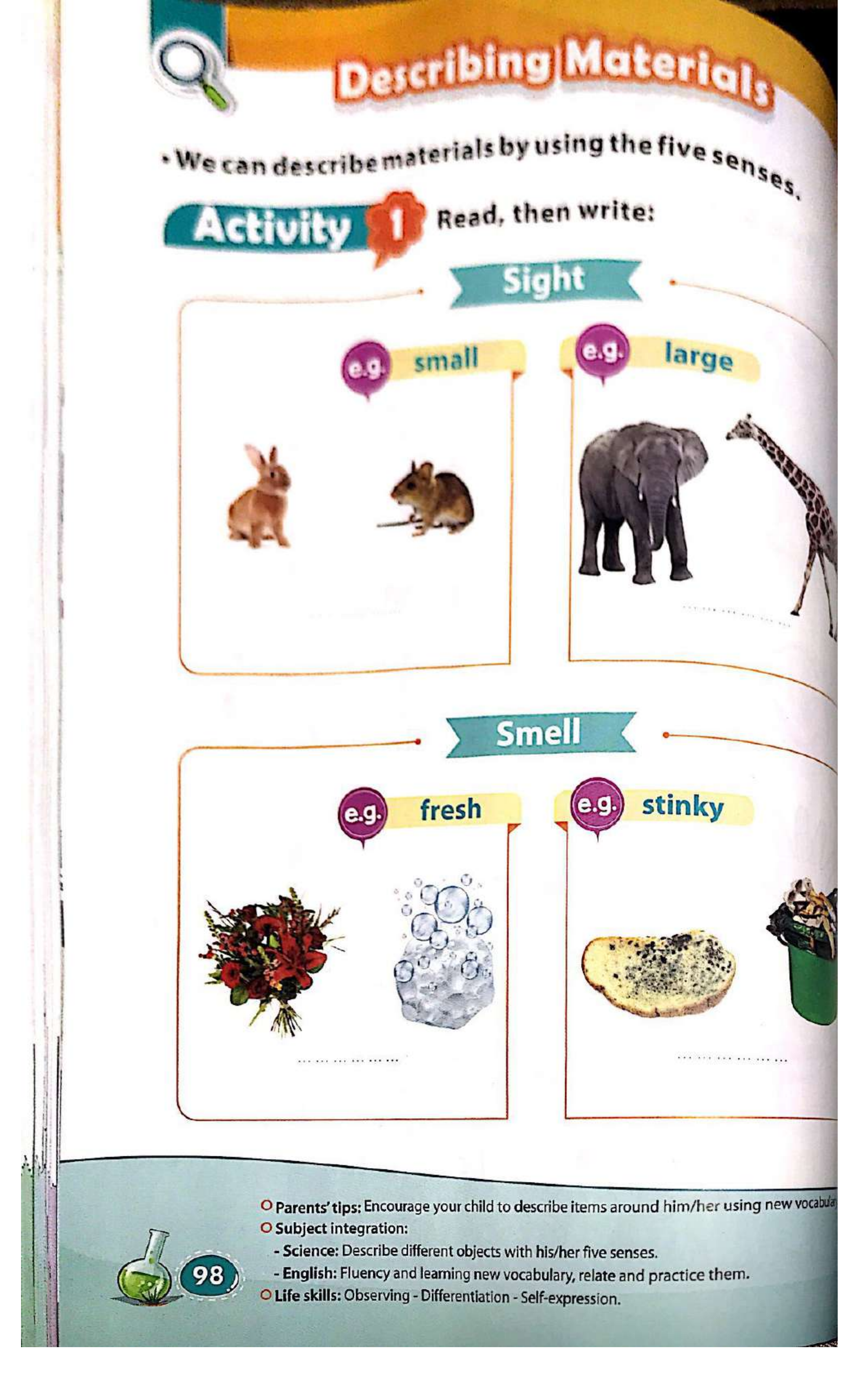
O **Parents' tips:** Discuss with your child the different items in the pictures and the different sen
to identify them.

O **Subject integration:** - **English:** Practice writing vocabulary.
- **Science:** Observe and relate the use of different senses.

O **Life skills:** Observing - Asking questions - Exchange information.



I Learned
The five senses are:
Sight
I can see ....
Smell
I can smell ....
Hearing
I can hear ....
Touch
I can touch ....
Taste
I can taste ....
97



Describing Materials

- We can describe materials by using the five senses.

Activity 1 Read, then write:

Sight

e.g. small

....

e.g. large

....

Smell

e.g. fresh

....

e.g. stinky

....

- **Parents' tips:** Encourage your child to describe items around him/her using new vocabula
- **Subject integration:**
  - **Science:** Describe different objects with his/her five senses.
  - **English:** Fluency and learning new vocabulary, relate and practice them.
- **Life skills:** Observing - Differentiation - Self-expression.

Taste

e.g. sweet

... ...

e.g. sour

... ...

Hearing

e.g. ringing

... ...

e.g. ticking

... ...

Touch

e.g. bumpy

... ...

e.g. smooth

... ...

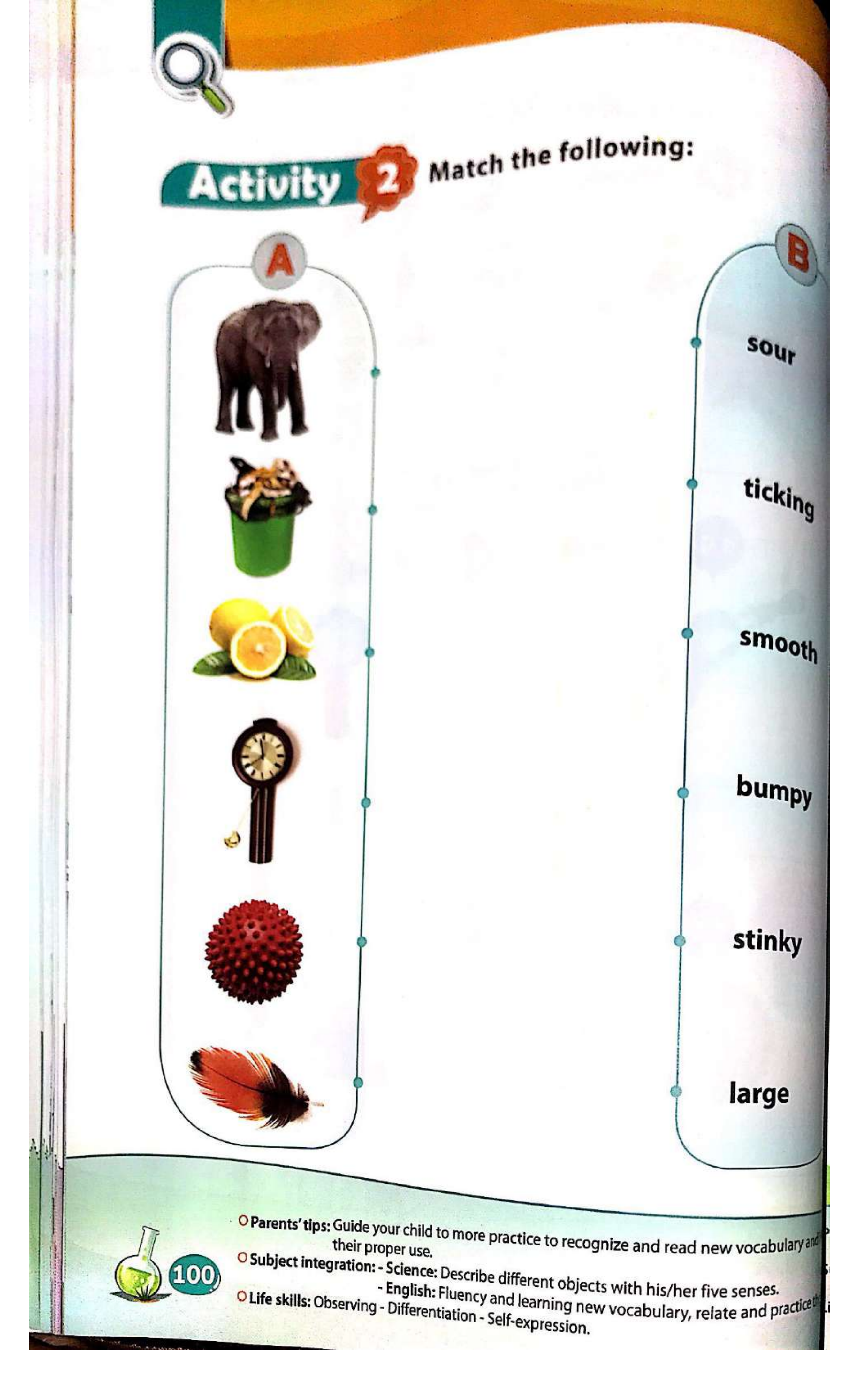
Parents' tips: Encourage your child to describe items around him/her using the new vocabulary.

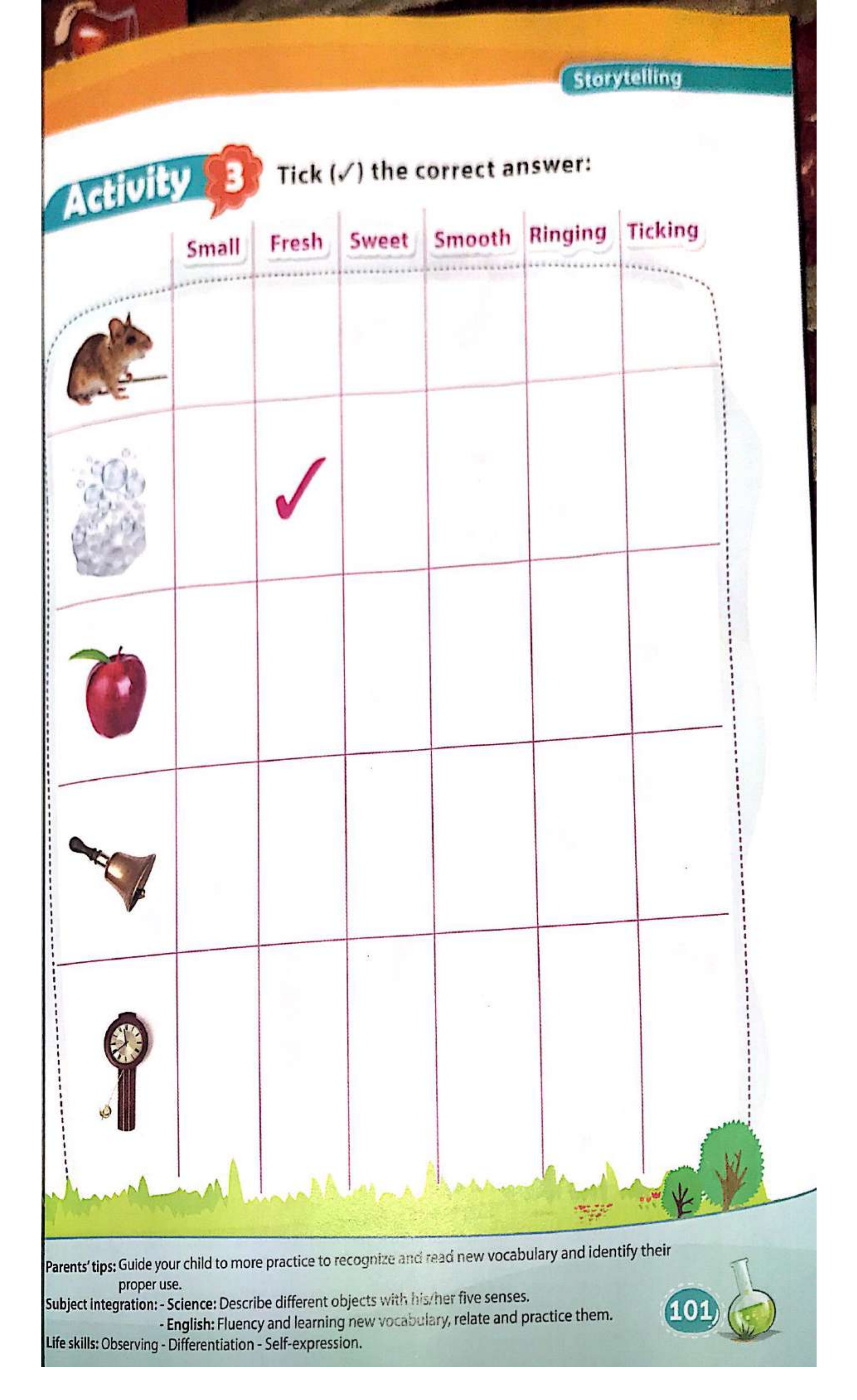
Subject integration:

- **Science:** Describe different objects with his/her five senses.
- **English:** Fluency and learning new vocabulary, relate and practice them.

Life skills: Observing - Differentiation - Self-expression.




Activity 2 Match the following:
A
B
sour
ticking
smooth
bumpy
stinky
large
Parents' tips: Guide your child to more practice to recognize and read new vocabulary and their proper use.
Subject integration: - Science: Describe different objects with his/her five senses.
- English: Fluency and learning new vocabulary, relate and practice
Life skills: Observing - Differentiation - Self-expression.
100



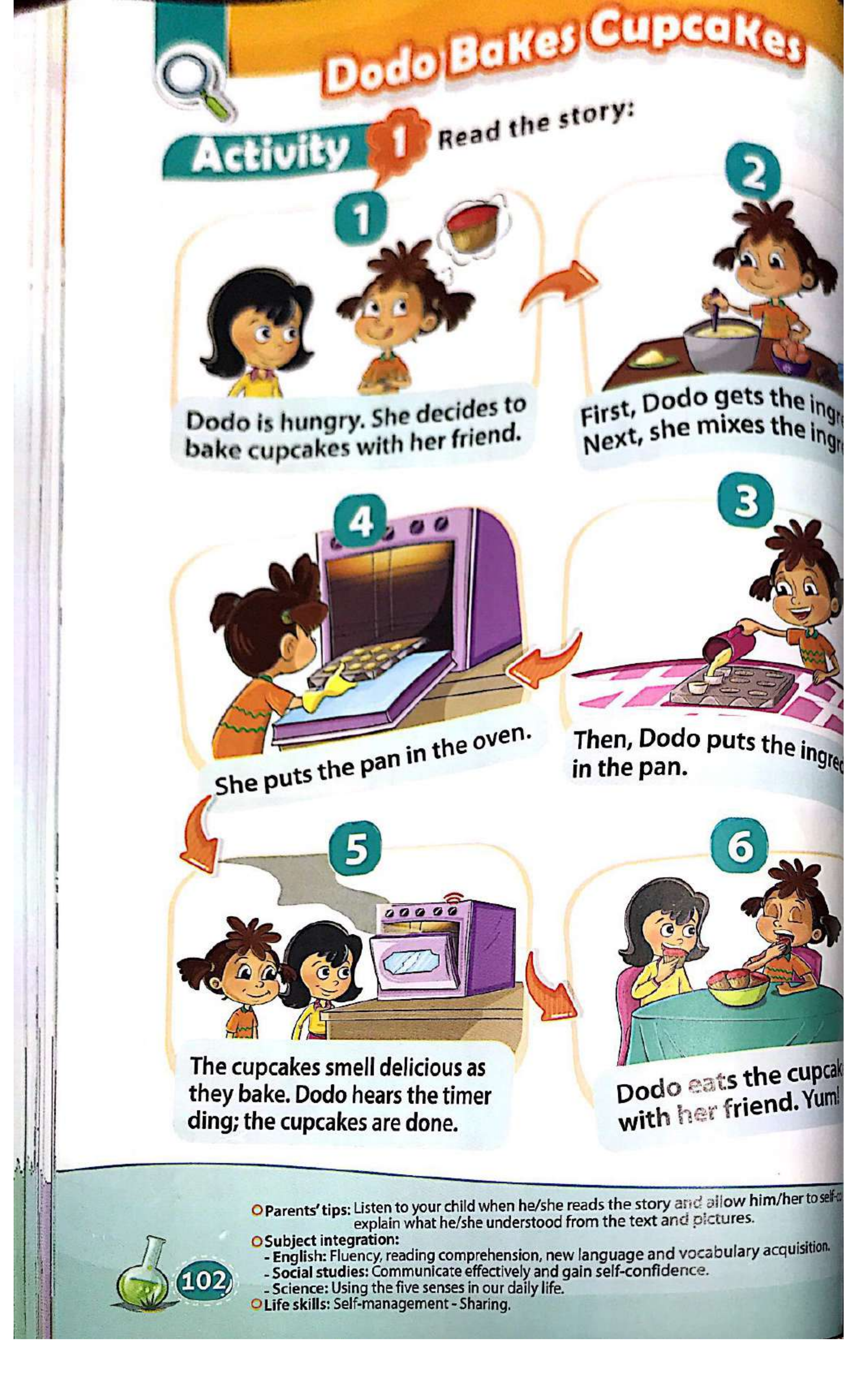
Activity 3 Tick (✓) the correct answer:

	Small	Fresh	Sweet	Smooth	Ringing	Ticking
		✓				

Parents' tips: Guide your child to more practice to recognize and read new vocabulary and identify their proper use.

Subject integration: - **Science:** Describe different objects with his/her five senses.
- **English:** Fluency and learning new vocabulary, relate and practice them.

Life skills: Observing - Differentiation - Self-expression.



Dodo Bakes Cupcakes

Activity 1 Read the story:

1. Dodo is hungry. She decides to bake cupcakes with her friend.

2. First, Dodo gets the ingr
Next, she mixes the ingr

3. Then, Dodo puts the ingred
in the pan.

4. She puts the pan in the oven.

5. The cupcakes smell delicious as they bake. Dodo hears the timer ding; the cupcakes are done.

6. Dodo eats the cupcak
with her friend. Yum!

- **Parents' tips:** Listen to your child when he/she reads the story and allow him/her to self-c
explain what he/she understood from the text and pictures.
- **Subject integration:**
  - **English:** Fluency, reading comprehension, new language and vocabulary acquisition.
  - **Social studies:** Communicate effectively and gain self-confidence.
  - **Science:** Using the five senses in our daily life.
- **Life skills:** Self-management - Sharing.

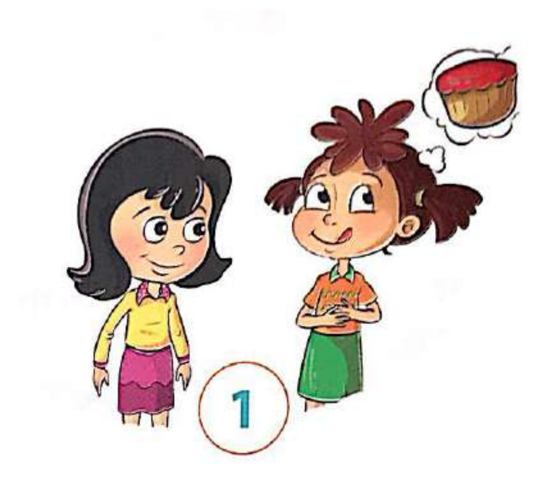


Rearrange the story of "Dodo Bakes Cupcakes":













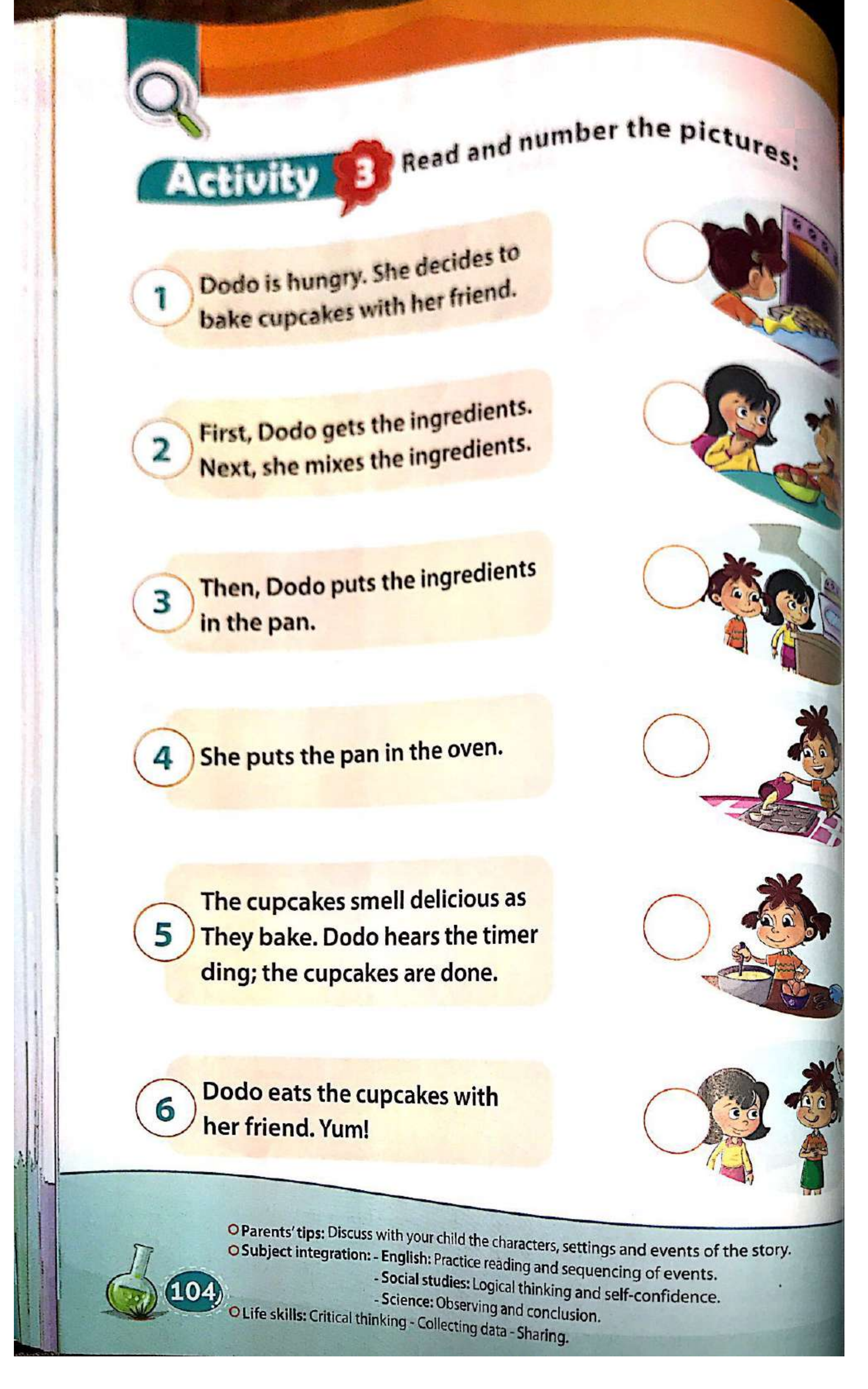
Parents' tips: Help your child sequence the events of the story by writing the numbers under the pictures. Listen to him/her tell the story in his/her own words.

Subject integration: - **English:** Retell stories, including details to demonstrate understanding.

- **Math:** Arrange and describe numbers. - **Science:** Observing.

Life skills: Observing - Differentiation - Self-confidence.





Activity 3 Read and number the pictures:

1. Dodo is hungry. She decides to bake cupcakes with her friend.

2. First, Dodo gets the ingredients. Next, she mixes the ingredients.

3. Then, Dodo puts the ingredients in the pan.

4. She puts the pan in the oven.

5. The cupcakes smell delicious as They bake. Dodo hears the timer ding; the cupcakes are done.

6. Dodo eats the cupcakes with her friend. Yum!

- **Parents' tips:** Discuss with your child the characters, settings and events of the story.
- **Subject integration:** - **English:** Practice reading and sequencing of events.
  - **Social studies:** Logical thinking and self-confidence.
  - **Science:** Observing and conclusion.
- **Life skills:** Critical thinking - Collecting data - Sharing.

A Mixed-up Story



Read the story. Put the sentences in the correct order:



Karim doesn't feel good.





The docotor tells him to eat healthy food and keep his hands clean.



His mother takes him to the doctor.

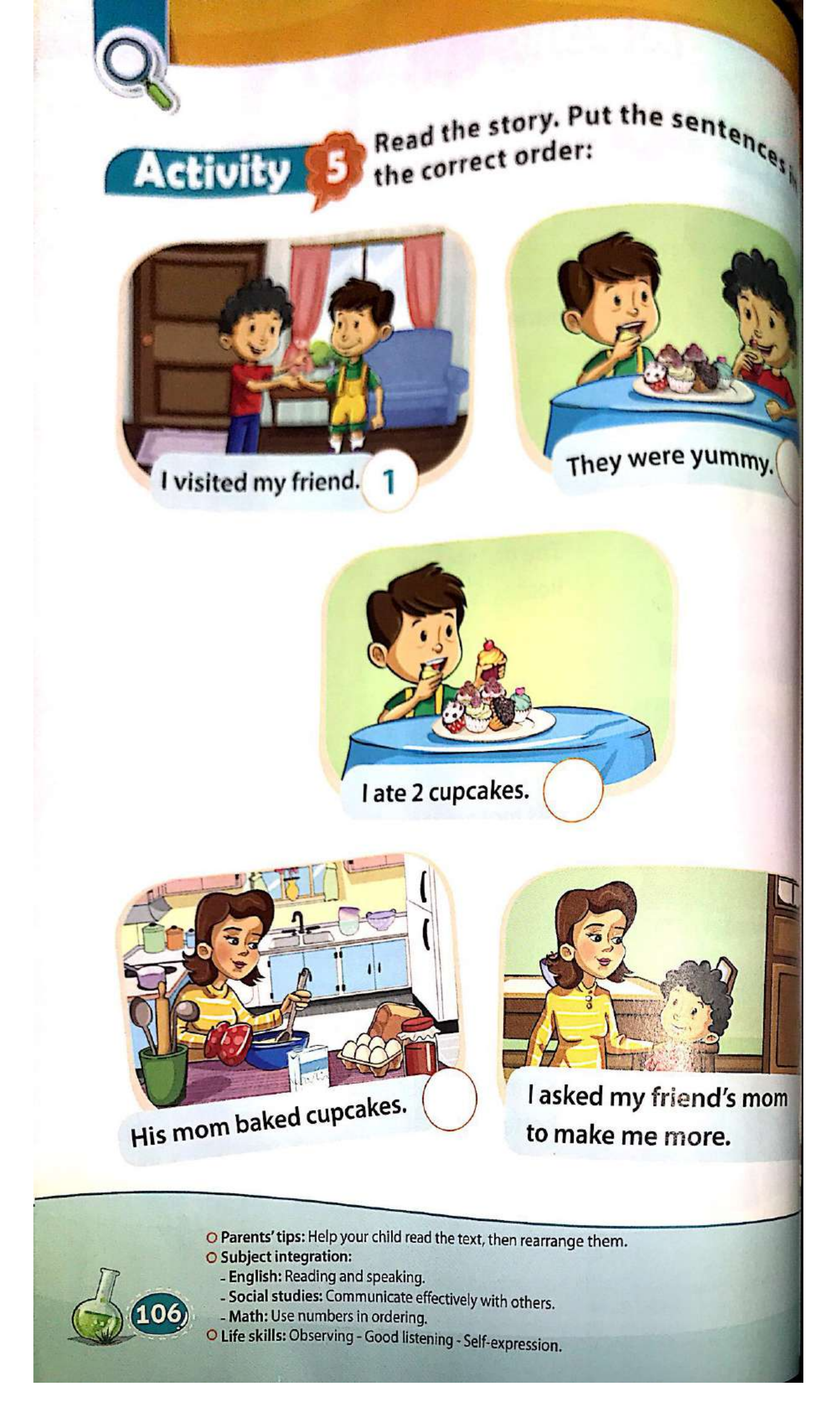




Karim takes his medicine and feels better.

- **Parents' tips:** Your child will look at the pictures, read the text and try to understand and rearrange the story using them both.
- **Subject integration:** - **English:** Use pictures to support reading stories.
  - **Social studies:** Communicate effectively.
  - **Math:** Use the numbers to order a story.
- **Life skills:** Observing - Collecting data - Setting clear goals.





Activity 5 Read the story. Put the sentences the correct order:

I visited my friend. 1

They were yummy.

I ate 2 cupcakes.

His mom baked cupcakes.

I asked my friend's mom to make me more.

- Parents' tips: Help your child read the text, then rearrange them.
- Subject integration:
  - English: Reading and speaking.
  - Social studies: Communicate effectively with others.
  - Math: Use numbers in ordering.
- Life skills: Observing - Good listening - Self-expression.

Can a Picture Tell a Story?



Look at the picture, then read what story it tells:

Ted has no food and he was sad. (1)

He was wondering what to do. (2)

His friends surprised him with delicious food. (3)

Ted says, "thanks" to his friends. (4)

- **Parents' tips:** After your child looks at the picture, let him/her tell you the story he/she can see, (accept any story he/she tells). Then, he/she will read the written story.
- **Subject integration:** - **English:** Use pictures to tell a story. Practice reading and storytelling.
  - **Social studies:** Respect others.
- **Life skills:** Self-confidence - Sharing.



Activity 2

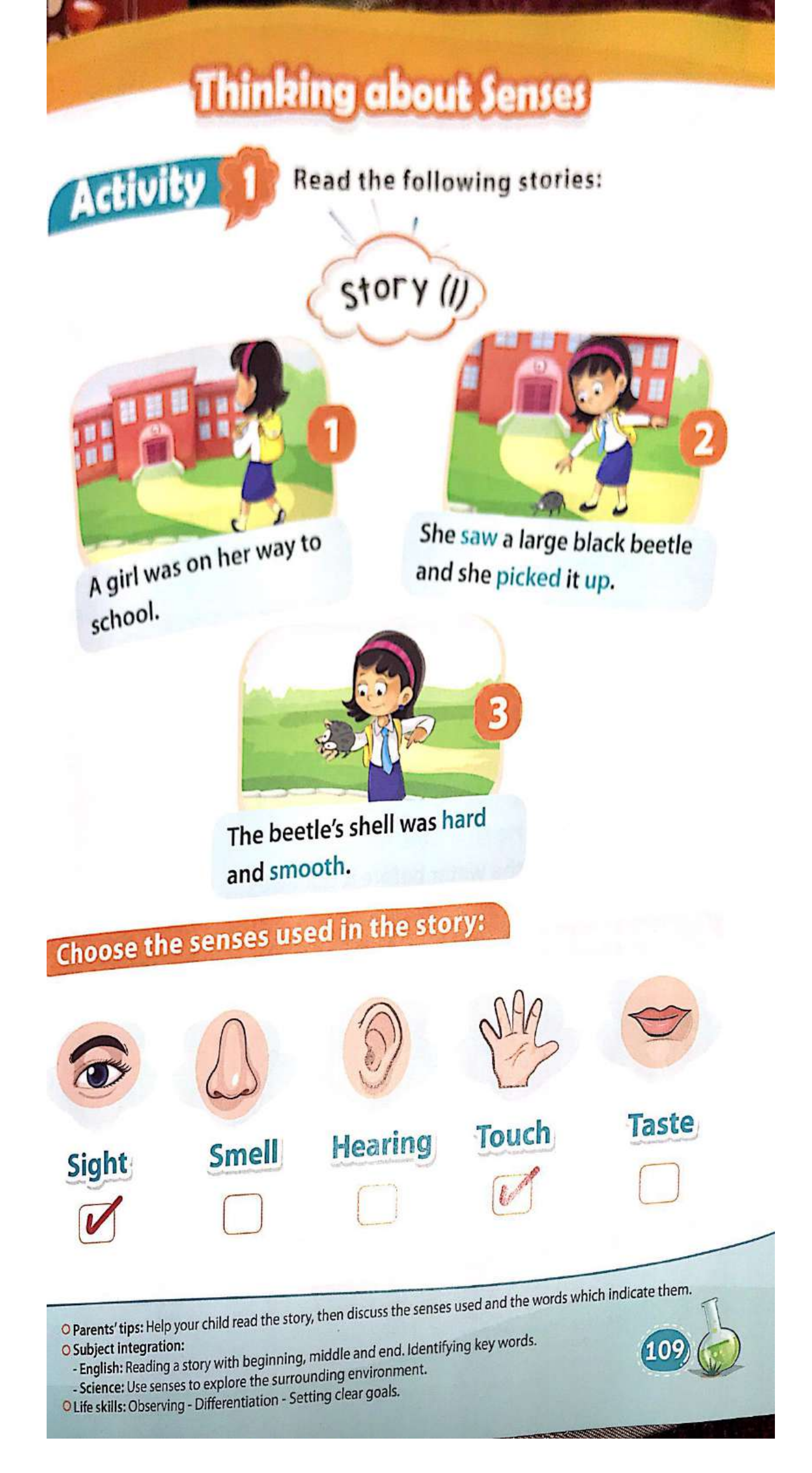
Look at the picture, then write the
it tells:

....

....

....

- **Parents' tips:** Discuss with your child the picture, let him/her look at the setting, characters, and to tell a story (any logical story). Then, he/she will write simple sentences to make
- **Subject integration: - English:** Use pictures to tell a story and practice writing.
  - **Social studies:** Communicate effectively with others.
- **Life skills:** Self-expression - Communication - Creativity.



Thinking about Senses

Activity 1 Read the following stories:

Story (1)

1. A girl was on her way to school.
2. She saw a large black beetle and she picked it up.
3. The beetle's shell was hard and smooth.

Choose the senses used in the story:

Sight	Smell	Hearing	Touch	Taste
☑	☐	☐	☑	☐

- Parents' tips: Help your child read the story, then discuss the senses used and the words which indicate them.
- Subject integration:
  - English: Reading a story with beginning, middle and end. Identifying key words.
  - Science: Use senses to explore the surrounding environment.
- Life skills: Observing - Differentiation - Setting clear goals.



Story (2)

1

A boy went fishing. He smelled the salty air.

The boy almost caught a

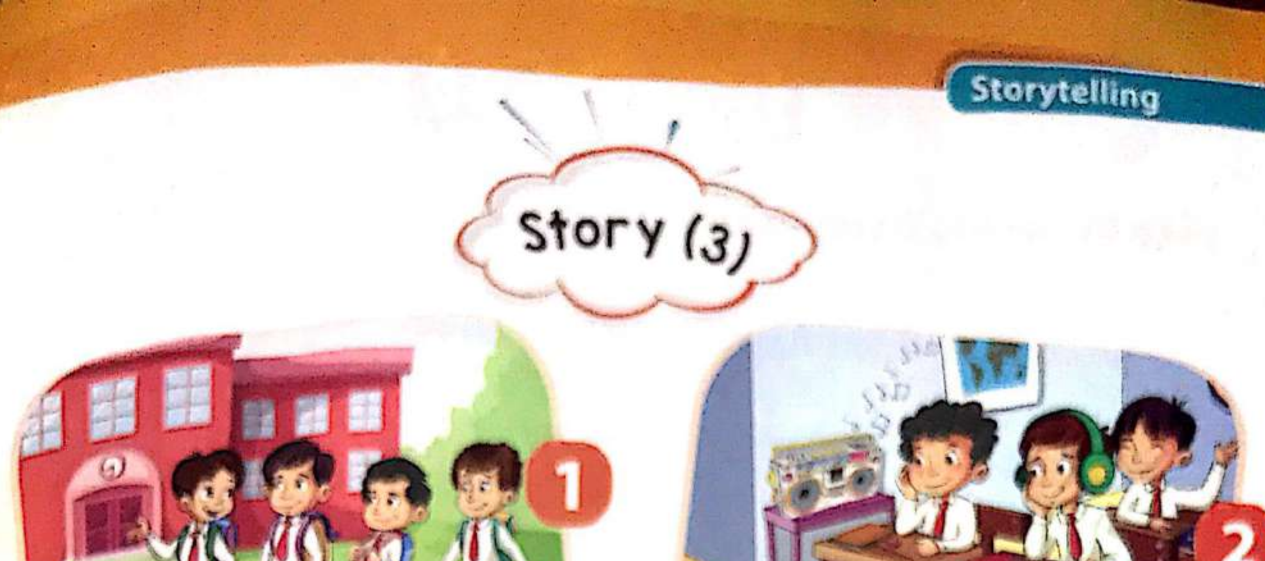
3

He heard the fish splash in the water before it got away.

Choose the senses used in the story:

Sight ☐ Smell ☐ Hearing ☐ Touch ☐ Tast ☐

- **Parents' tips:** Help your child read the story, then discuss the senses used and the words
  indicate them.
- **Subject integration:**
  - **English:** Reading a story with beginning, middle and end. Identifying key words.
  - **Science:** Use senses to explore the surrounding environment.
- **Life skills:** Observing - Differentiation - Setting clear goals.



The children went to school.



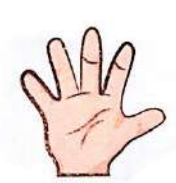
They listened to a song in the class.



They ate their lunch during the break.

Choose the used senses in the story:













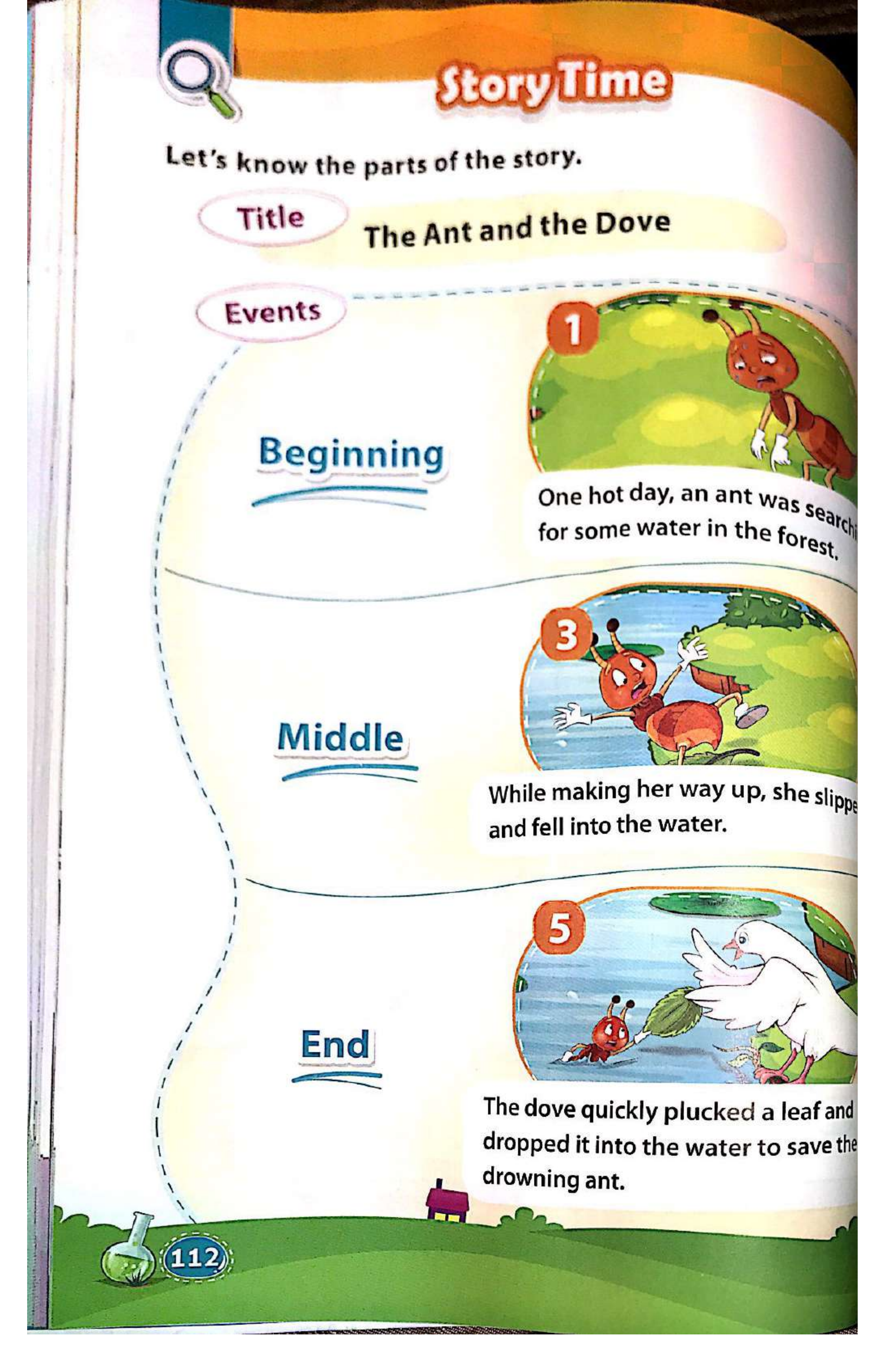







- **Parents' tips:** Help your child read the story, then discuss the senses used and the words which indicate them.
- **Subject integration:**
  - **English:** Reading a story with beginning, middle and end. Identifying key words.
  - **Science:** Use senses to explore the surrounding environment.
- **Life skills:** Observing - Differentiation - Setting clear goals.





Story Time

Let's know the parts of the story.

Title The Ant and the Dove

Events

Beginning

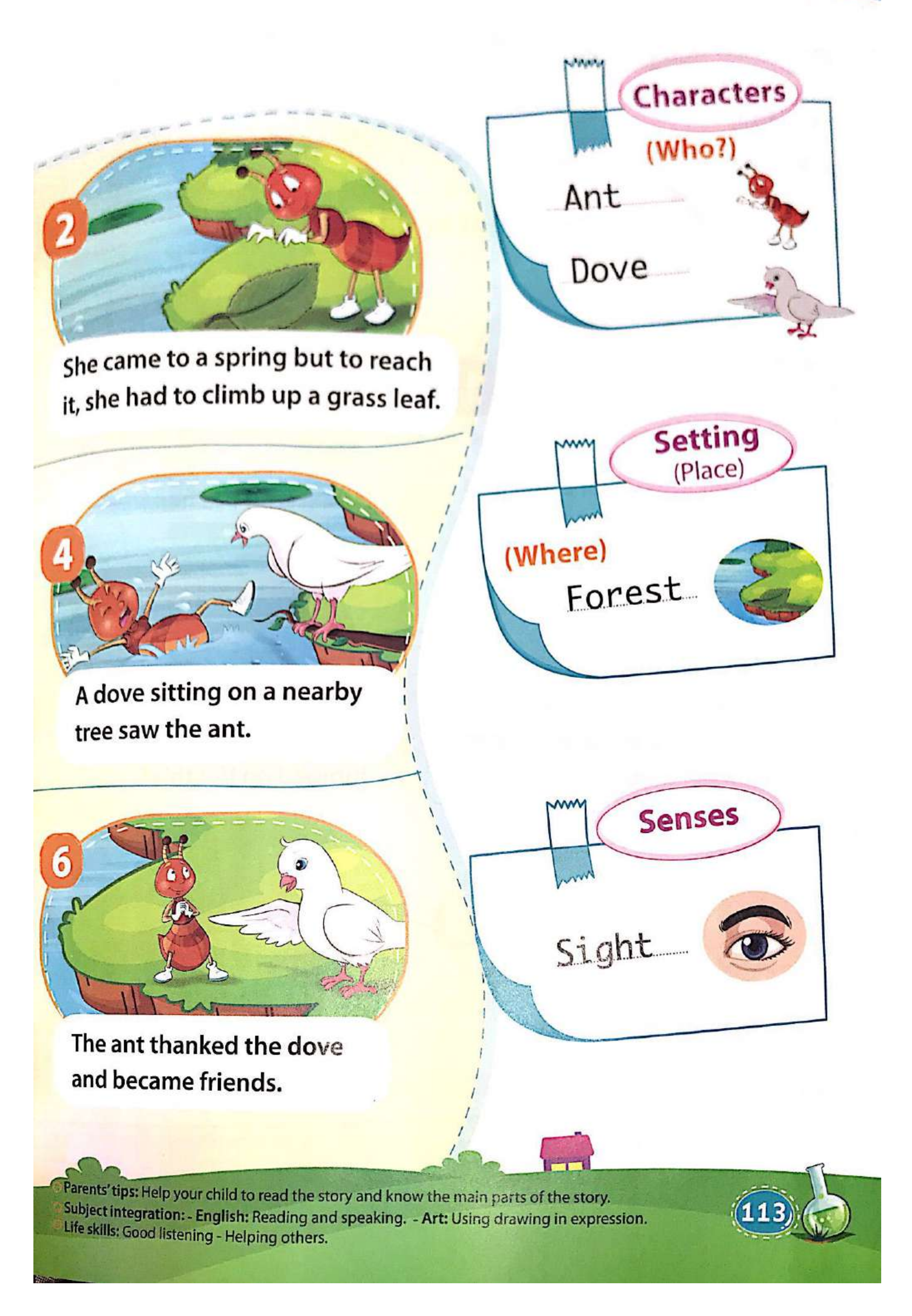
1 One hot day, an ant was searchi
for some water in the forest.

Middle

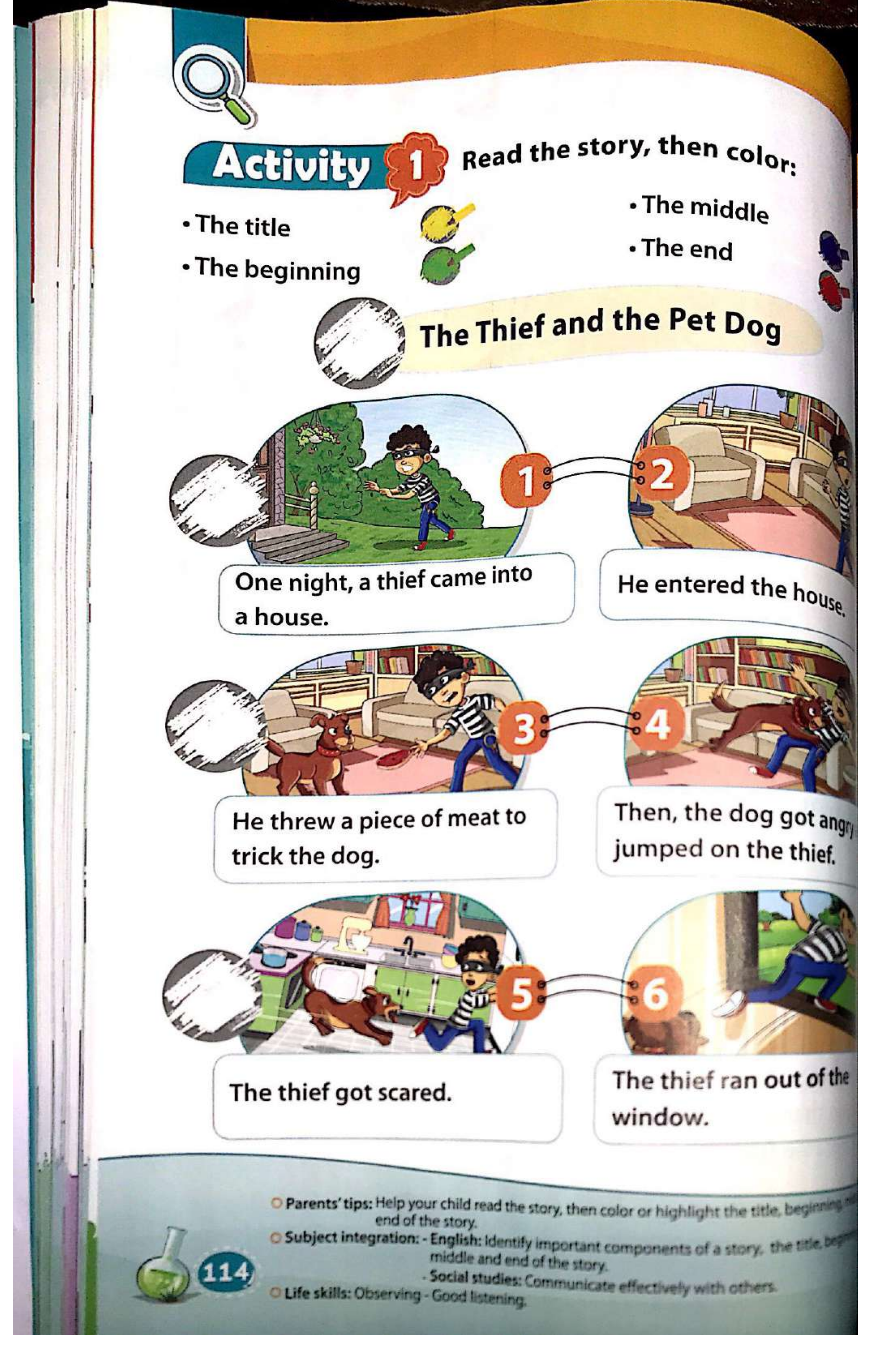
3 While making her way up, she slippe
and fell into the water.

End

5 The dove quickly plucked a leaf and
dropped it into the water to save the
drowning ant.



Parents' tips: Help your child to read the story and know the main parts of the story.
Subject integration: - English: Reading and speaking. - Art: Using drawing in expression.
Life skills: Good listening - Helping others.



Activity 1 Read the story, then color:

- The title
- The beginning
- The middle
- The end

The Thief and the Pet Dog

1. One night, a thief came into a house.
2. He entered the house.
3. He threw a piece of meat to trick the dog.
4. Then, the dog got angry jumped on the thief.
5. The thief got scared.
6. The thief ran out of the window.

- **Parents' tips:** Help your child read the story, then color or highlight the title, beginning … end of the story.
- **Subject integration:** - **English:** Identify important components of a story, the title, be… middle and end of the story.
  - **Social studies:** Communicate effectively with others.
- **Life skills:** Observing - Good listening.



From the previous story, complete the following:



Characters (Who?)



Setting (Place)

The house



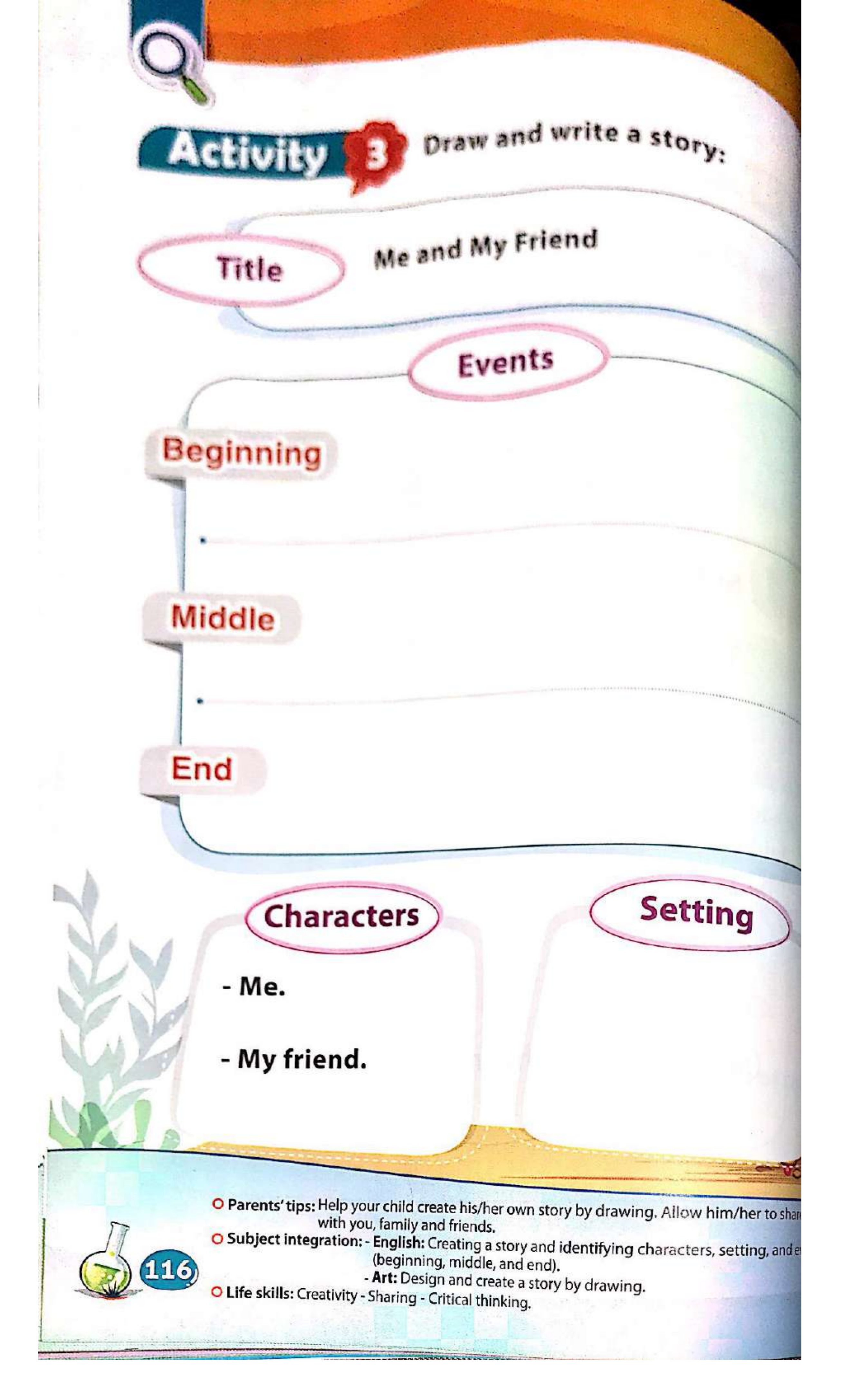
Senses

Choose:

(sight - touch - hearing - smell - taste)

- **Parents' tips:** Discuss with your child the characters, setting, and senses used in the story.
- **Subject integration:**
  - **English:** Speaking and writing.
  - **Social studies:** Differentiate between acceptable and unacceptable behaviors.
- **Life skills:** Sharing - Creativity - Observing.





Activity 3 Draw and write a story:

Title Me and My Friend

Events

Beginning

Middle

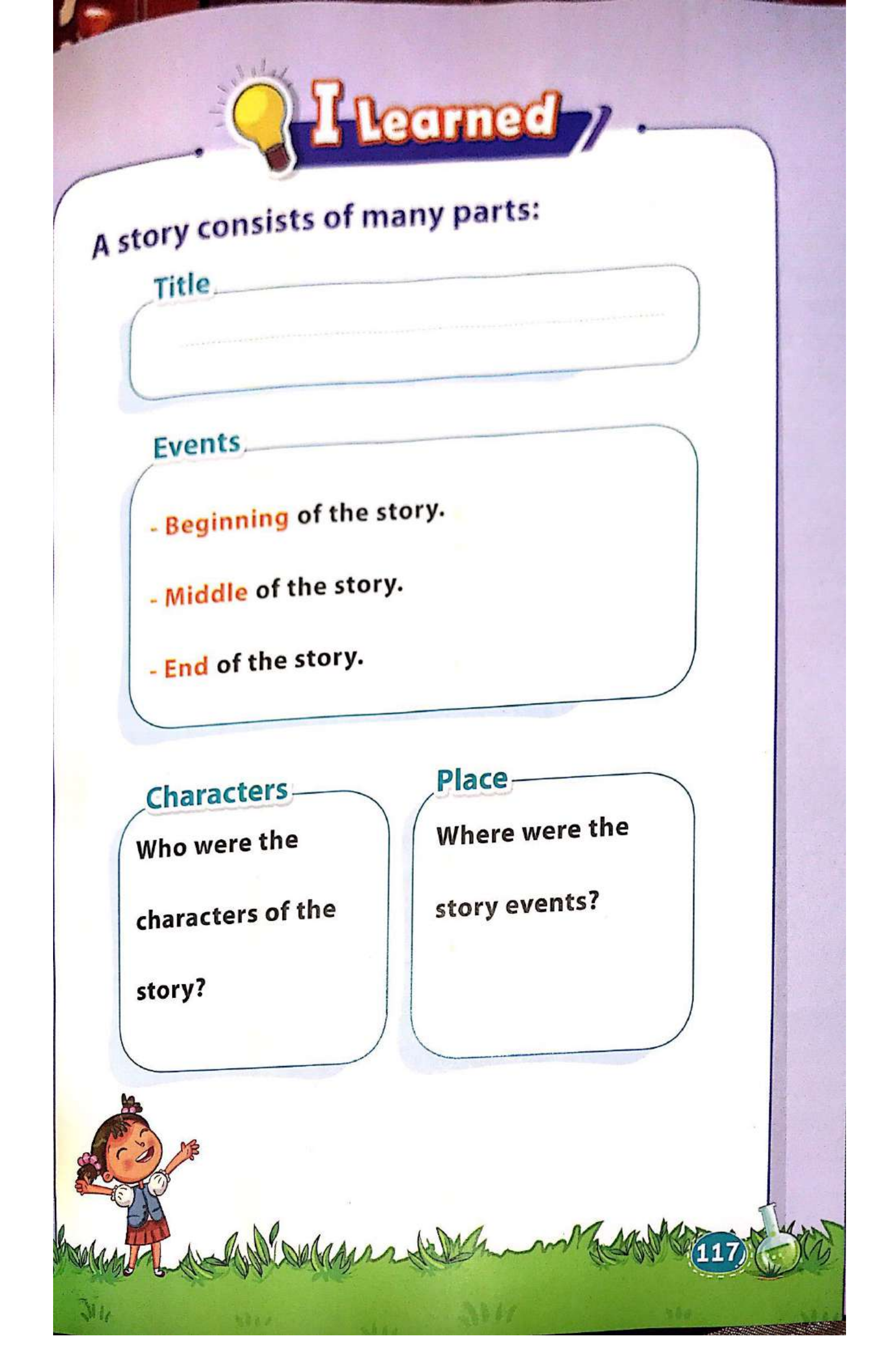
End

Characters

- Me.
- My friend.

Setting

- **Parents' tips:** Help your child create his/her own story by drawing. Allow him/her to shar with you, family and friends.
- **Subject integration:** - **English:** Creating a story and identifying characters, setting, and e (beginning, middle, and end).
  - **Art:** Design and create a story by drawing.
- **Life skills:** Creativity - Sharing - Critical thinking.



I Learned

A story consists of many parts:

Title

Events

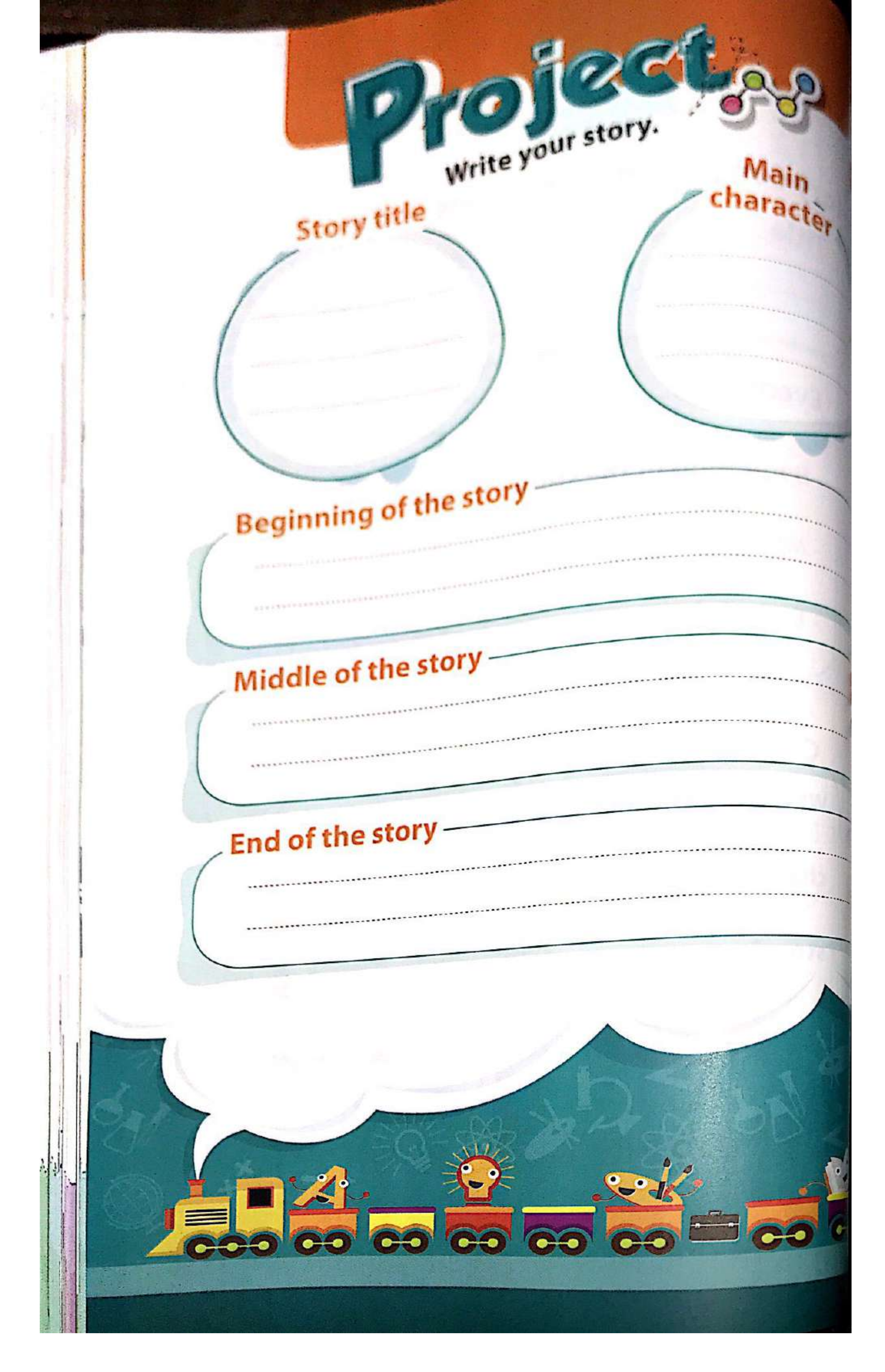
- **Beginning** of the story.
- **Middle** of the story.
- **End** of the story.

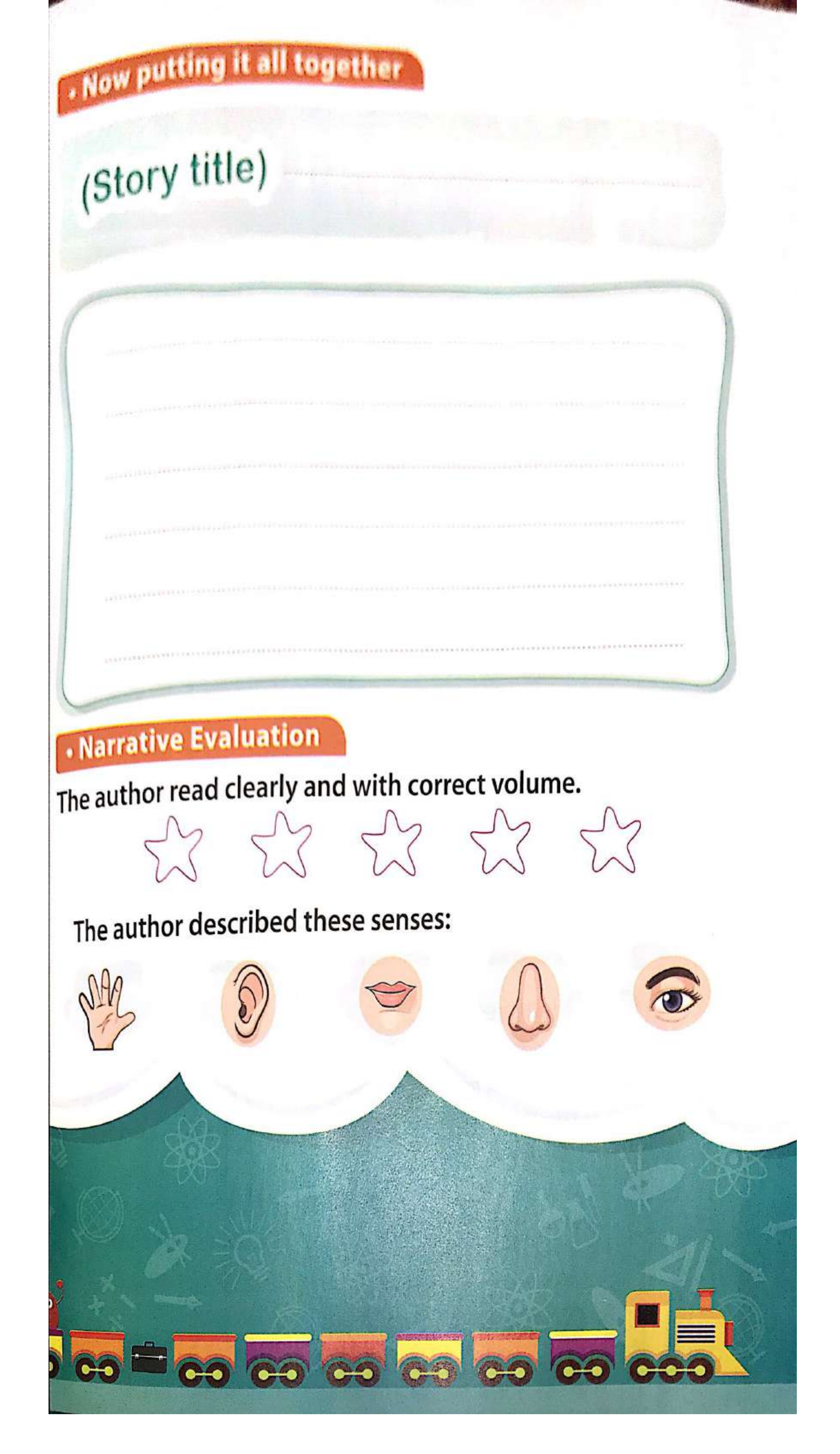
Characters

Who were the characters of the story?

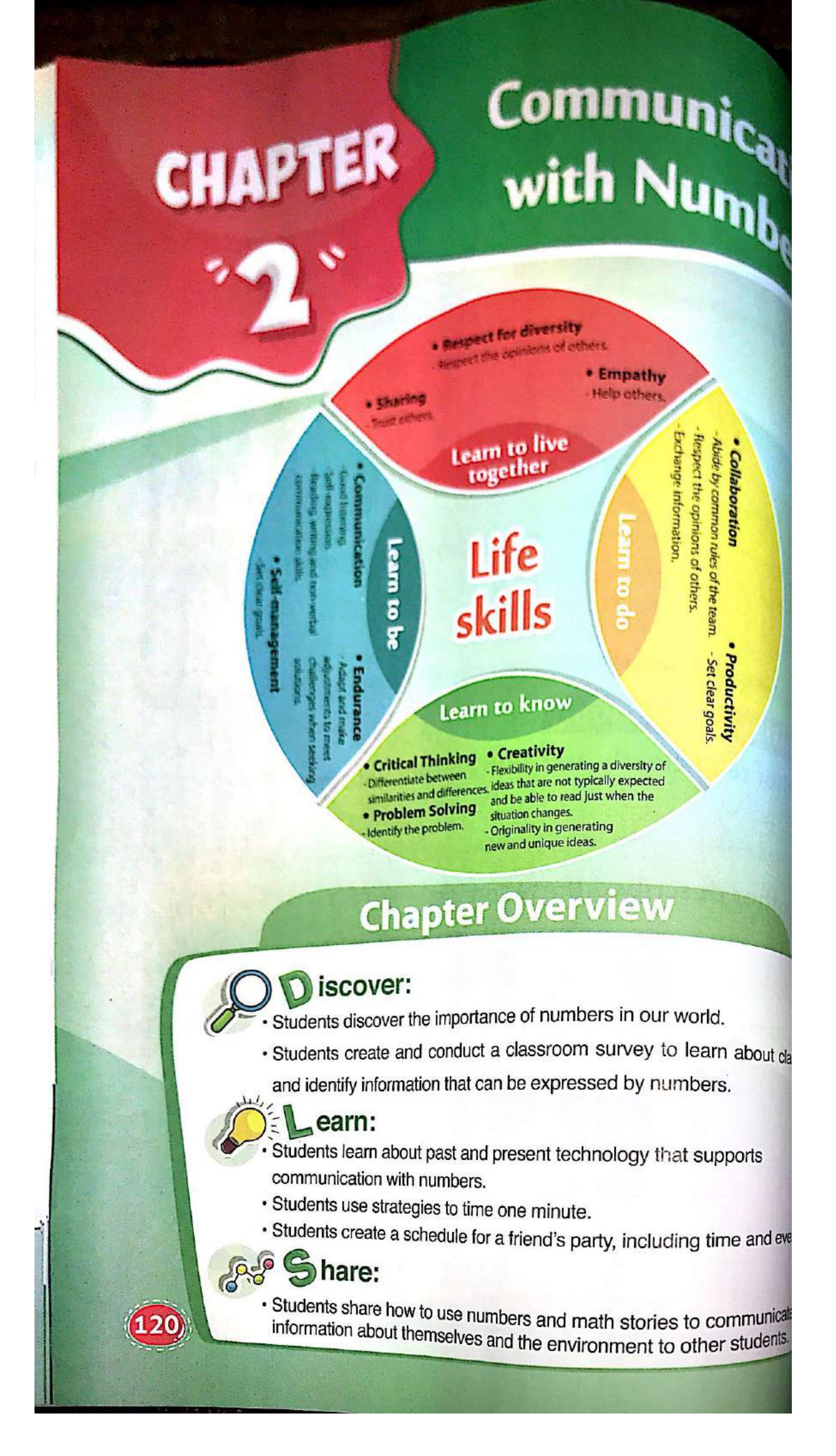
Place

Where were the story events?


Project
Write your story.
Story title
Main character
Beginning of the story
Middle of the story
End of the story



• Now putting it all together
(Story title)
• Narrative Evaluation
The author read clearly and with correct volume.
The author described these senses:



CHAPTER "2"

Communicat[...] with Numb[...]

Life skills

Learn to live together

- **Respect for diversity**
  - Respect the opinions of others.
- **Empathy**
  - Help others.
- **Sharing**
  - Trust others.

Learn to do

- **Collaboration**
  - Abide by common rules of the team.
  - Respect the opinions of others.
  - Exchange information.
- **Productivity**
  - Set clear goals.

Learn to know

- **Critical Thinking**
  - Differentiate between similarities and differences.
- **Problem Solving**
  - Identify the problem.
- **Creativity**
  - Flexibility in generating a diversity of ideas that are not typically expected and be able to read just when the situation changes.
  - Originality in generating new and unique ideas.

Learn to be

- **Communication**
  - Good listening
  - Self-expression
  - Reading, writing and non-verbal communication skills.
- **Self-management**
  - Set clear goals.
- **Endurance**
  - Adapt and make adjustments to meet challenges when seeking solutions.

Chapter Overview

Discover:

- Students discover the importance of numbers in our world.
- Students create and conduct a classroom survey to learn about cla[...] and identify information that can be expressed by numbers.

Learn:

- Students learn about past and present technology that supports communication with numbers.
- Students use strategies to time one minute.
- Students create a schedule for a friend's party, including time and eve[...]

Share:

- Students share how to use numbers and math stories to communicat[...] information about themselves and the environment to other students.

Instructional Focus



Students will:

- Identify ways numbers communicate information.
- Describe a personal experience using numbers to gain information.
- Discuss the importance of numbers in our world.
- Participate in a number scavenger hunt.
- Identify examples of numbers around the school.
- Identify information provided by numbers.
- Ask questions about classmates.
- Create question and answer surveys.
- Identify information gathered from surveys.
- Compare results of surveys using more than, less than, same as.



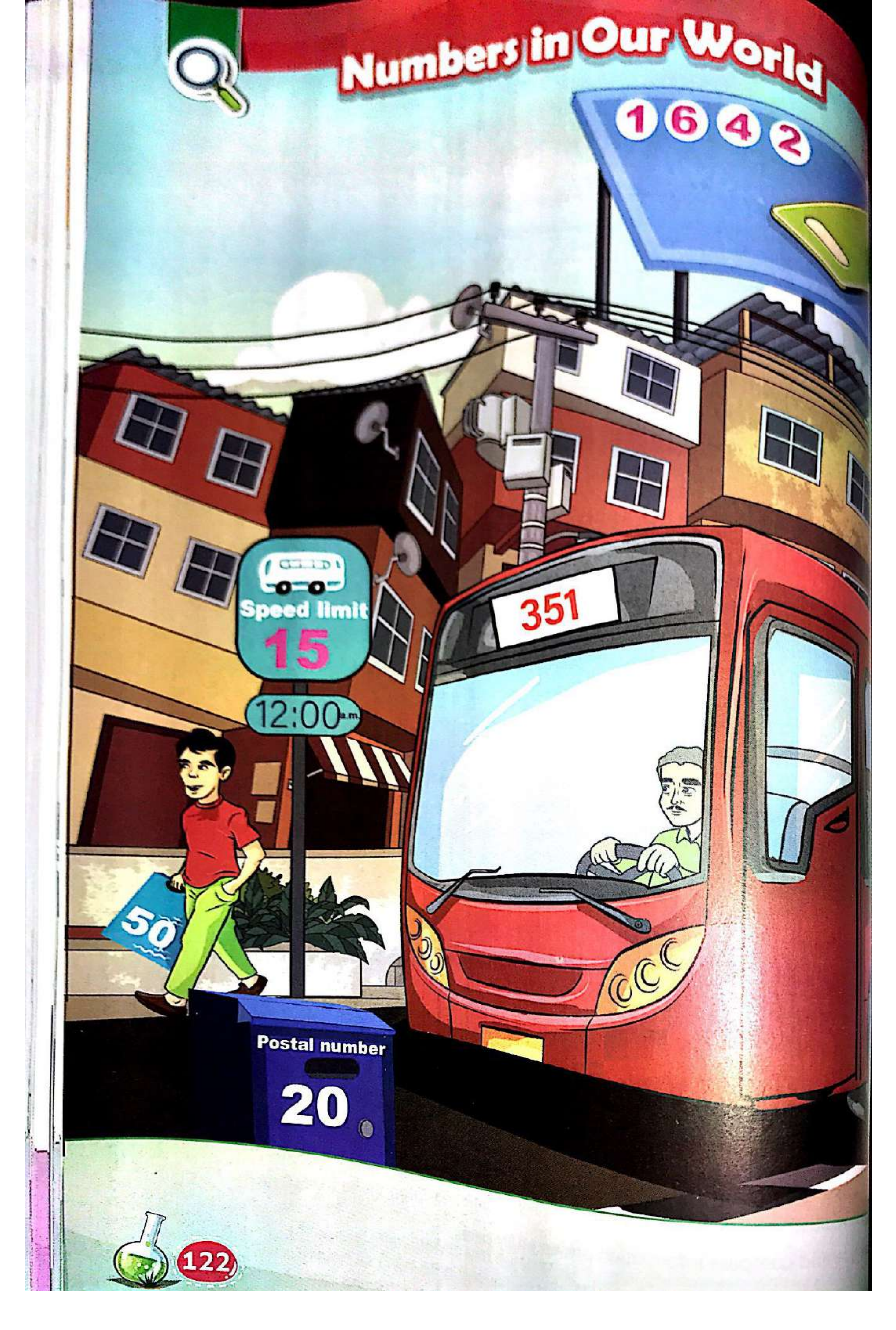
Students will:

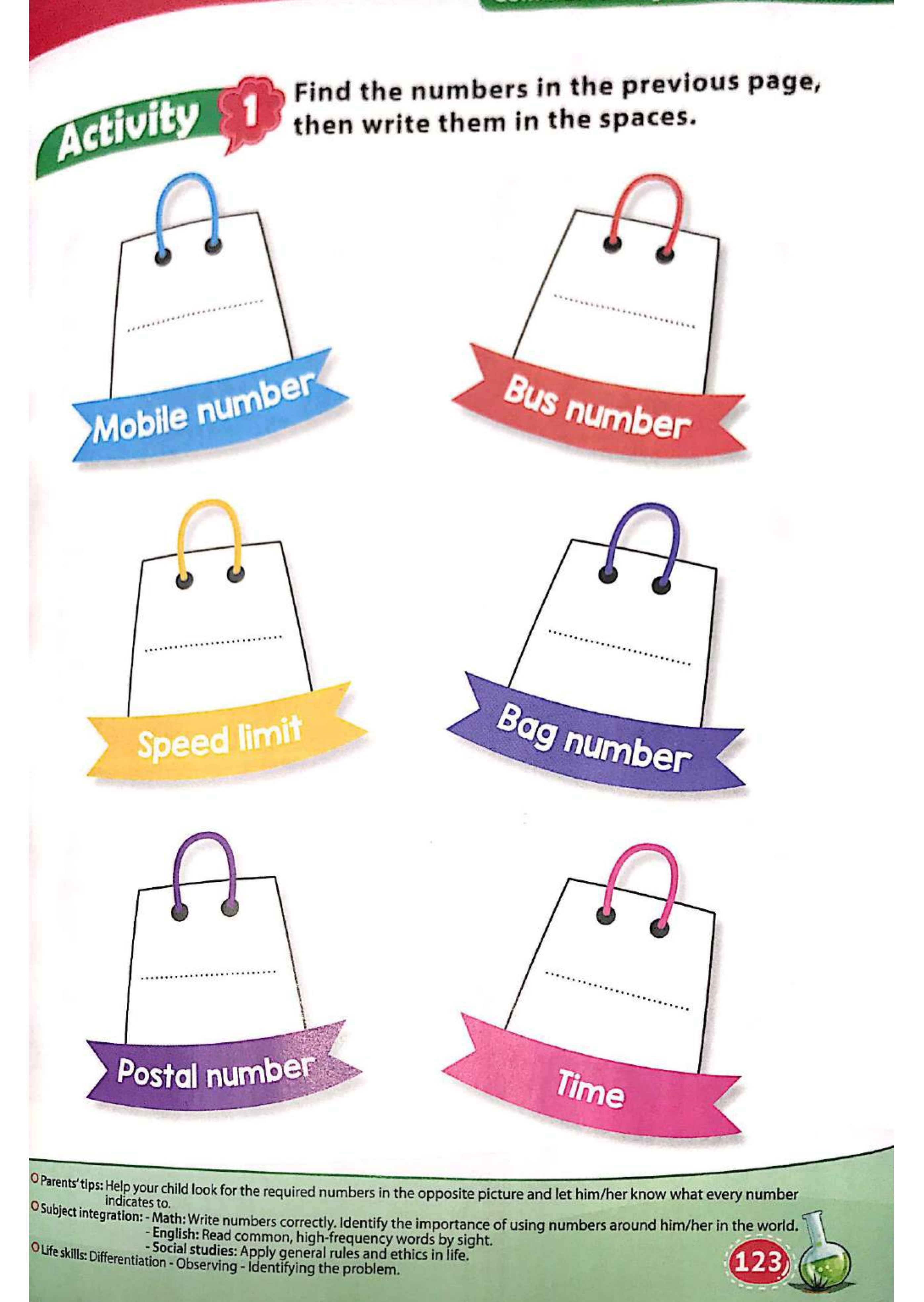
- Identify missing components of a pictograph and a bar graph.
- Compare a bar graph to a pictograph.
- Create a bar graph to represent data from a survey.
- Analyze results of survey data.
- Test strategies to mentally time one minute.
- Practice telling time using an analog clock.
- Use ordinal numbers to describe time.
- Identify answers to questions within a text.
- **Brainstorm** ideas as a group.
- Plan a schedule for a party.
- Collaborate with a partner to solve a problem.
- Investigate math tools used as technology.
- Make a simple abacus and use to skip count and add.



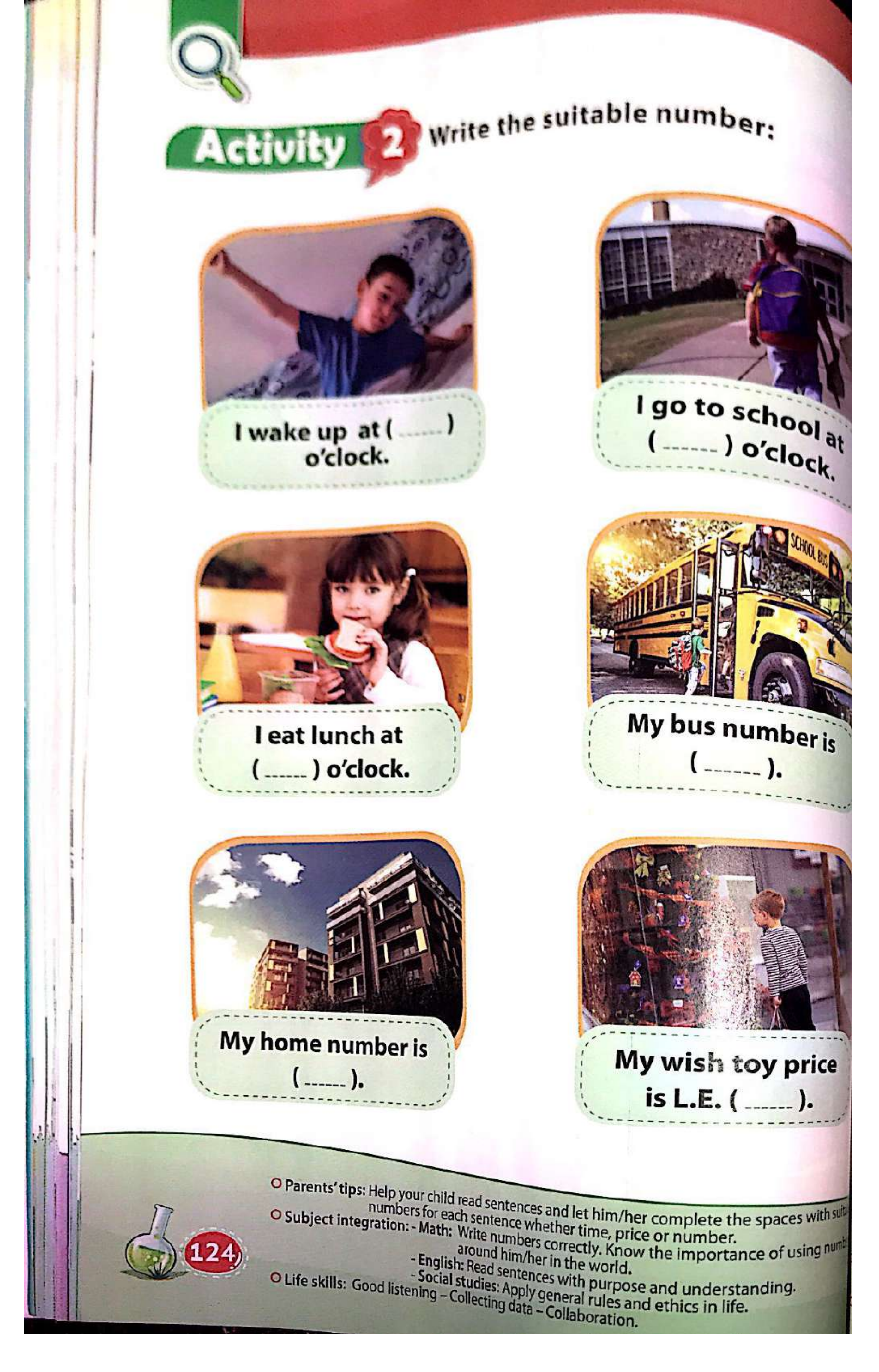
Students will:

- Compose both an addition and subtraction sentence in which each number represents a tangible object.
- Compose math stories, including an addition and subtraction sentence, that communicate a personal detail.
- Create new colors from primary colors.
- Sketch a draft illustration in pencil to accompany each math sentence.
- Use various art materials to create illustrations to accompany each math story.
- Present illustrated math stories to communicate personal information to the class.
- Analyze and compare information presented by peers.
- Evaluate other students' math stories.


Numbers in Our World
1 6 4 2
Speed limit
15
12:00 a.m.
351
50
Postal number
20



- Parents' tips: Help your child look for the required numbers in the opposite picture and let him/her know what every number indicates to.
- Subject integration: - Math: Write numbers correctly. Identify the importance of using numbers around him/her in the world.
  - English: Read common, high-frequency words by sight.
  - Social studies: Apply general rules and ethics in life.
- Life skills: Differentiation - Observing - Identifying the problem.



Activity 2 Write the suitable number:

I wake up at (......) o'clock.

I go to school at (......) o'clock.

I eat lunch at (......) o'clock.

My bus number is (......).

My home number is (......).

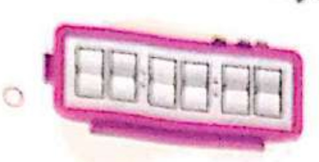
My wish toy price is L.E. (......).

- **Parents' tips:** Help your child read sentences and let him/her complete the spaces with suit numbers for each sentence whether time, price or number.
- **Subject integration:** - **Math:** Write numbers correctly. Know the importance of using numb around him/her in the world.
  - **English:** Read sentences with purpose and understanding.
  - **Social studies:** Apply general rules and ethics in life.
- **Life skills:** Good listening – Collecting data – Collaboration.



Activity 3 Match each number to the suitable object:

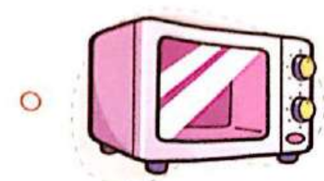
200 °C ○



L.E.25 ○







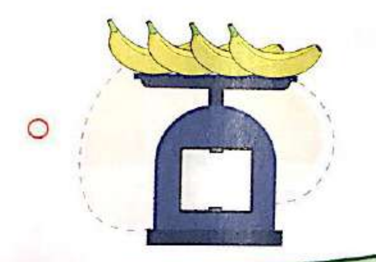
2 kg ○



1 March ○



00239567 ○

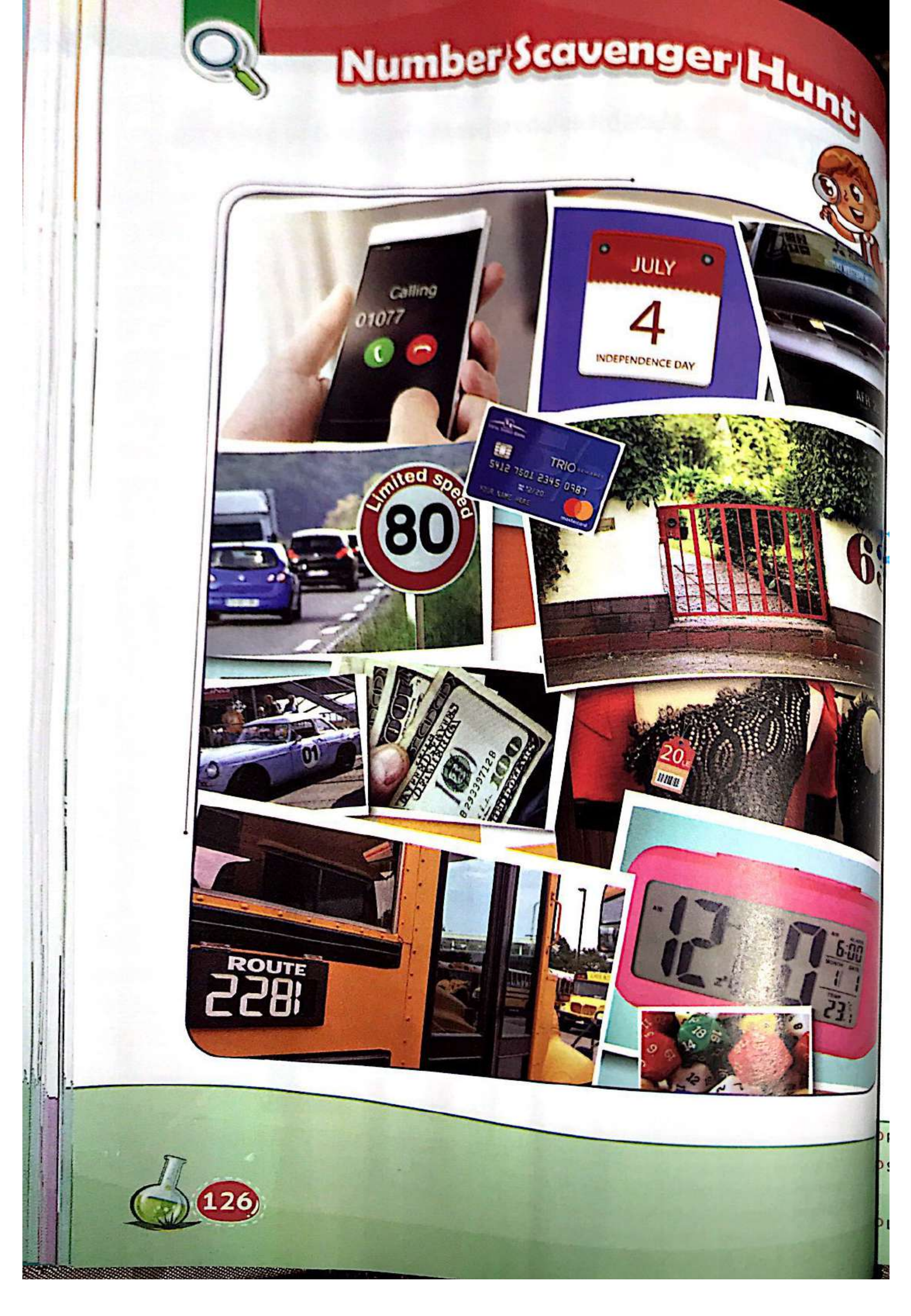


○ **Parents' tips:** Help your child read sentences and let him/her complete the spaces with suitable numbers for each sentence whether time, price or number.

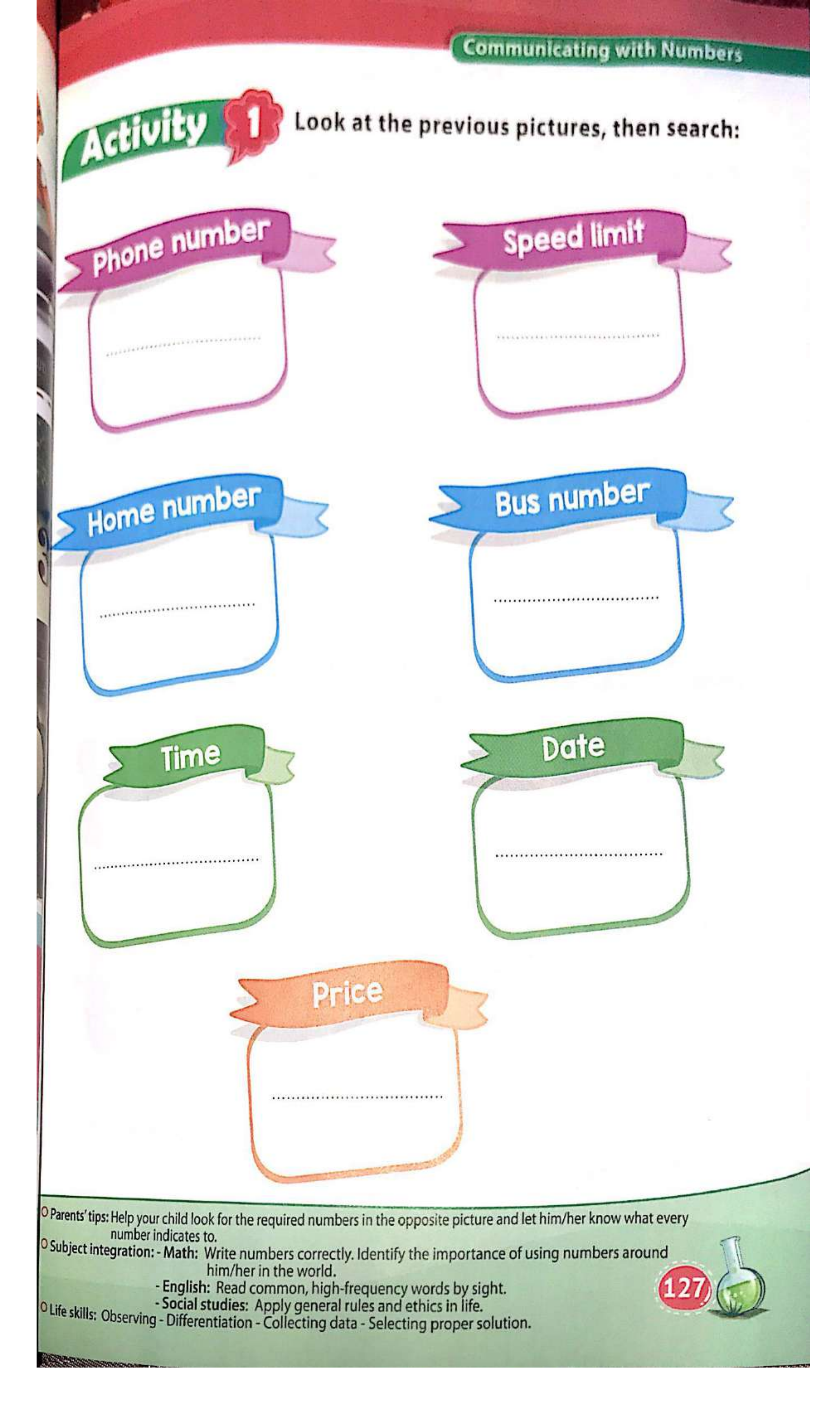
○ **Subject integration:** - **Math:** Identify the importance of using numbers around him/her in the world.
- **English:** Participate in collaborative conversations.

○ **Life skills:** Critical thinking - Problem solving.





Number Scavenger Hunt
Calling
01077
JULY
4
INDEPENDENCE DAY
Limited speed
80
TRIO
5412 7501 2345 0987
01
100
20
ROUTE
2281
12
6:00
23
126



Activity 1

Look at the previous pictures, then search:

Phone number

....

Speed limit

....

Home number

....

Bus number

....

Time

....

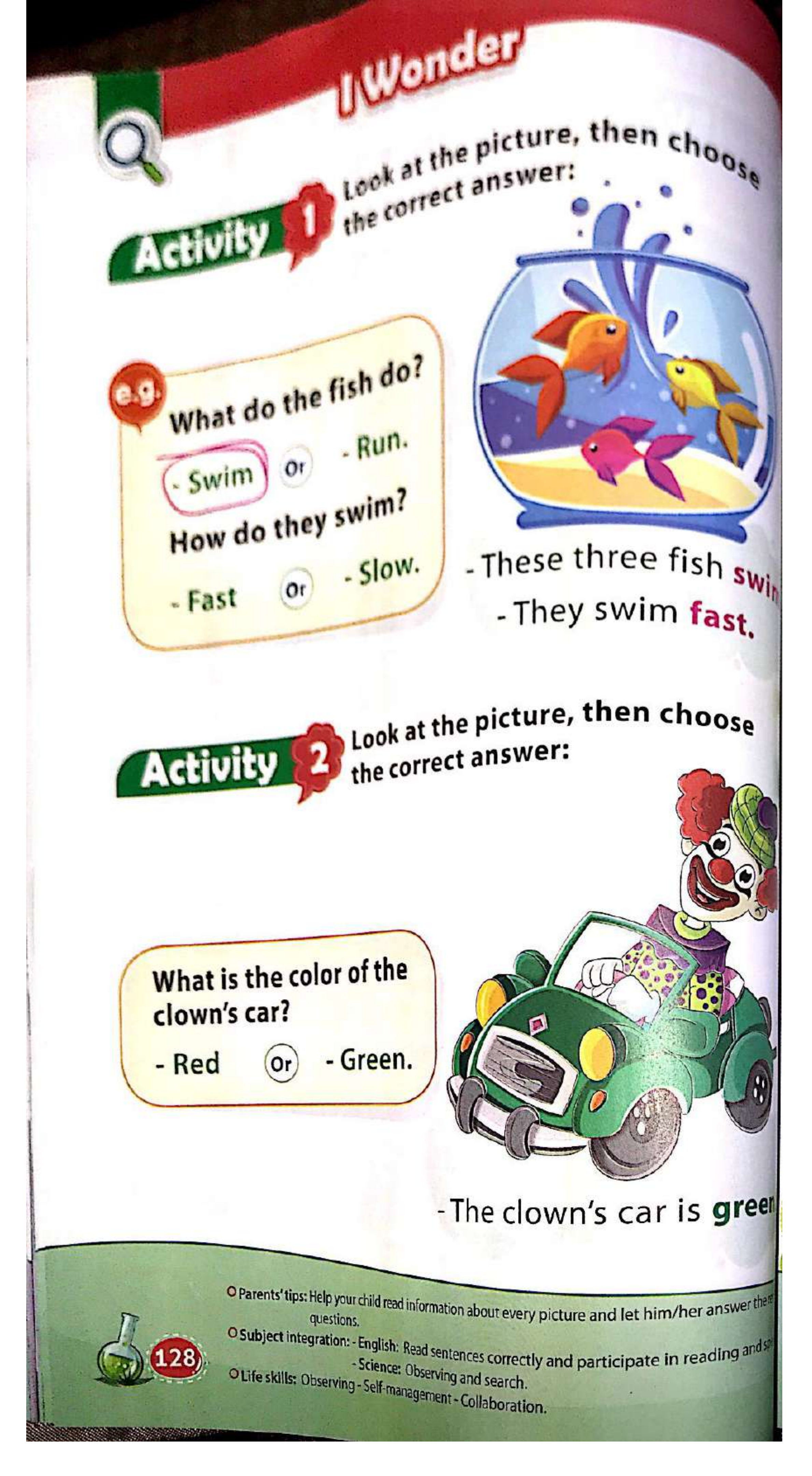
Date

....

Price

....

- **Parents' tips:** Help your child look for the required numbers in the opposite picture and let him/her know what every number indicates to.
- **Subject integration:** - **Math:** Write numbers correctly. Identify the importance of using numbers around him/her in the world.
  - **English:** Read common, high-frequency words by sight.
  - **Social studies:** Apply general rules and ethics in life.
- **Life skills:** Observing - Differentiation - Collecting data - Selecting proper solution.



I Wonder

Activity 1 Look at the picture, then choose the correct answer:

e.g.

What do the fish do?

- Swim (Or) - Run.

How do they swim?

- Fast (Or) - Slow.

- These three fish **swi**
- They swim **fast.**

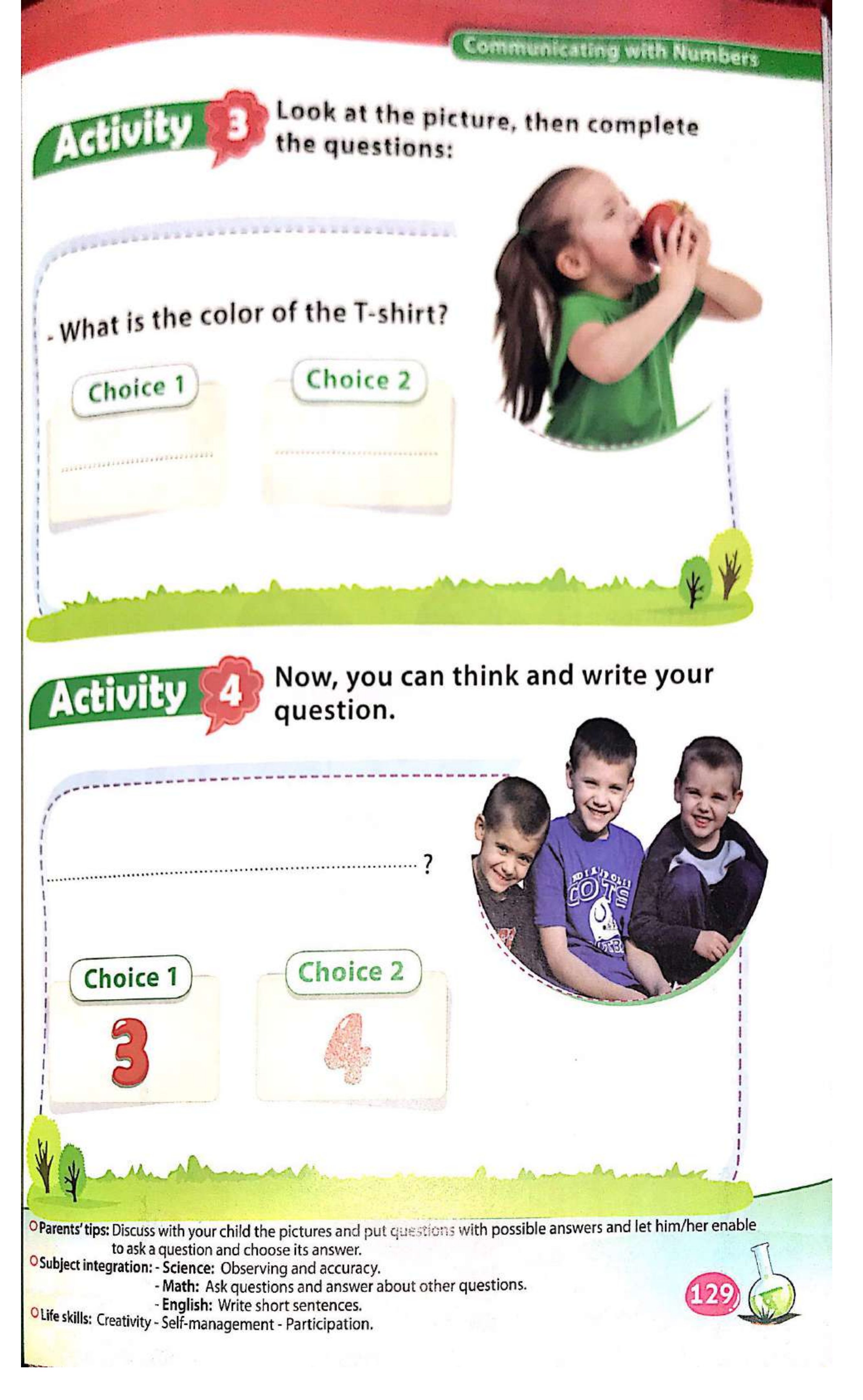
Activity 2 Look at the picture, then choose the correct answer:

What is the color of the clown's car?

- Red (Or) - Green.

- The clown's car is **gree**

- **Parents' tips:** Help your child read information about every picture and let him/her answer the questions.
- **Subject integration:** - **English:** Read sentences correctly and participate in reading and s
  - **Science:** Observing and search.
- **Life skills:** Observing - Self-management - Collaboration.



Activity 3

Look at the picture, then complete the questions:

- What is the color of the T-shirt?

Choice 1

....

Choice 2

....

Activity 4

Now, you can think and write your question.

.... ?

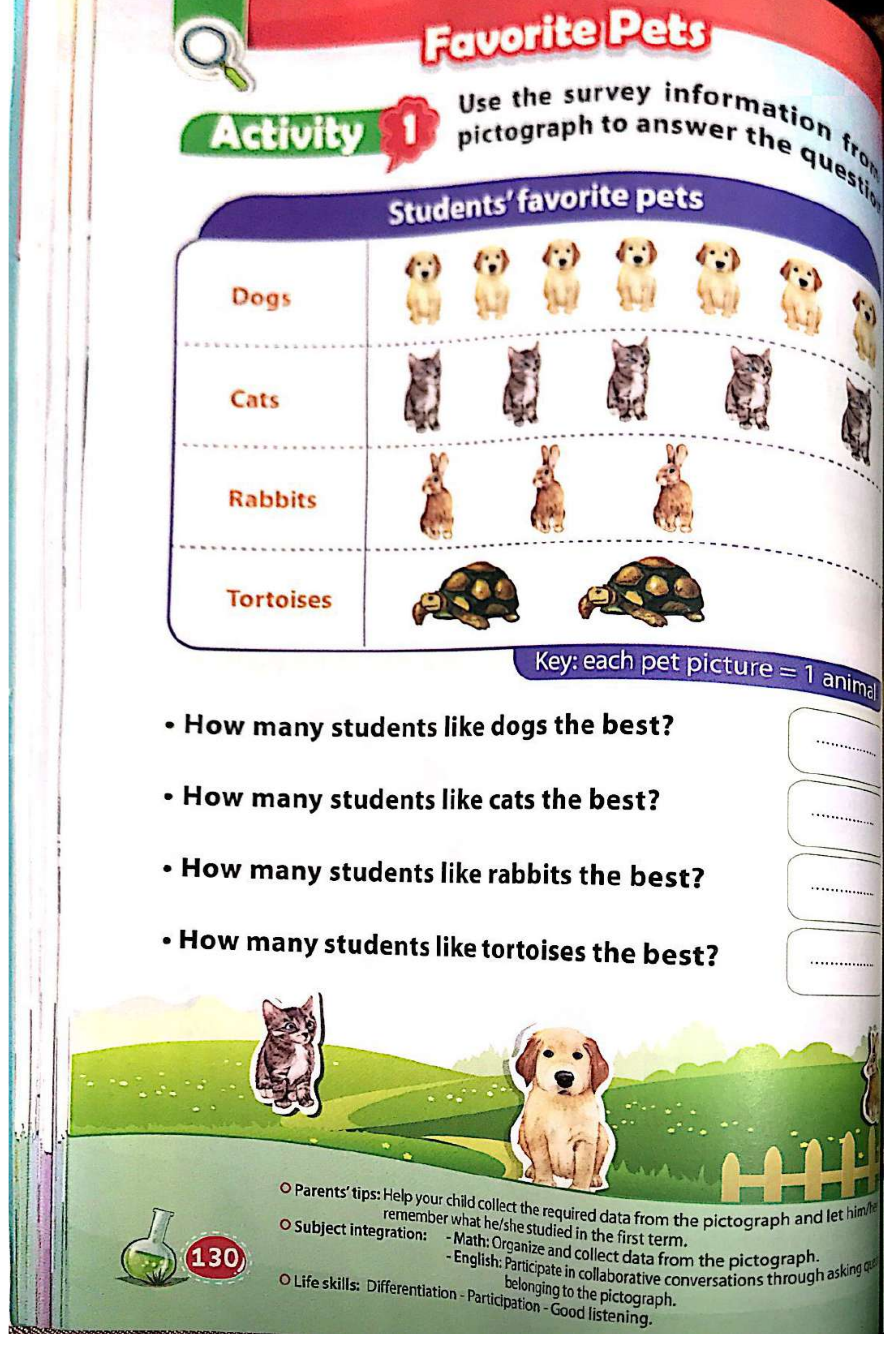
Choice 1

3

Choice 2

4

- **Parents' tips:** Discuss with your child the pictures and put questions with possible answers and let him/her enable to ask a question and choose its answer.
- **Subject integration:** - **Science:** Observing and accuracy.
  - **Math:** Ask questions and answer about other questions.
  - **English:** Write short sentences.
- **Life skills:** Creativity - Self-management - Participation.



Favorite Pets

Activity 1 Use the survey information from pictograph to answer the questio

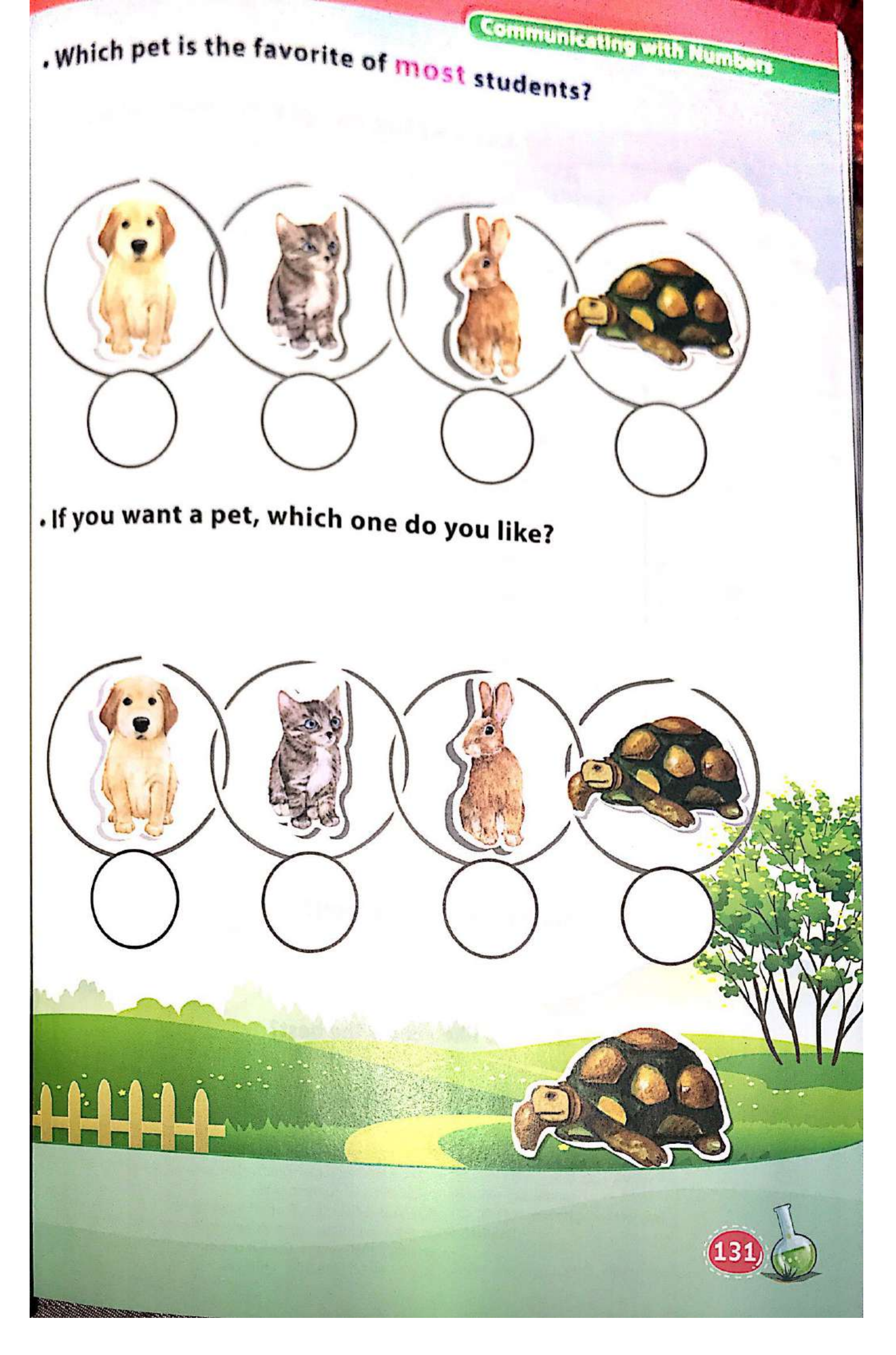
Students' favorite pets

Dogs	🐶 🐶 🐶 🐶 🐶 🐶 🐶
Cats	🐱 🐱 🐱 🐱 🐱
Rabbits	🐰 🐰 🐰
Tortoises	🐢 🐢

Key: each pet picture = 1 animal

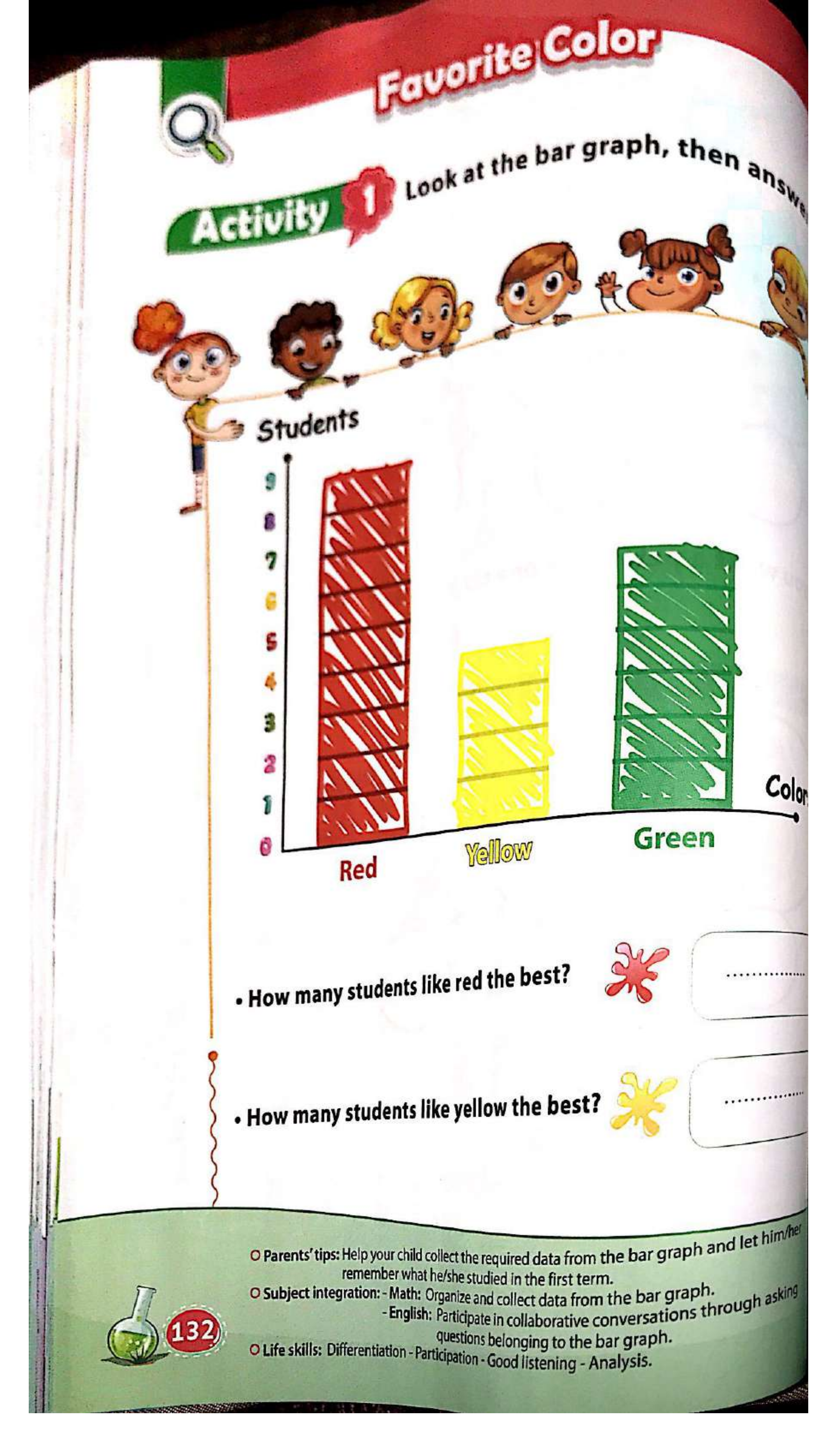
- How many students like dogs the best? ....
- How many students like cats the best? ....
- How many students like rabbits the best? ....
- How many students like tortoises the best? ....

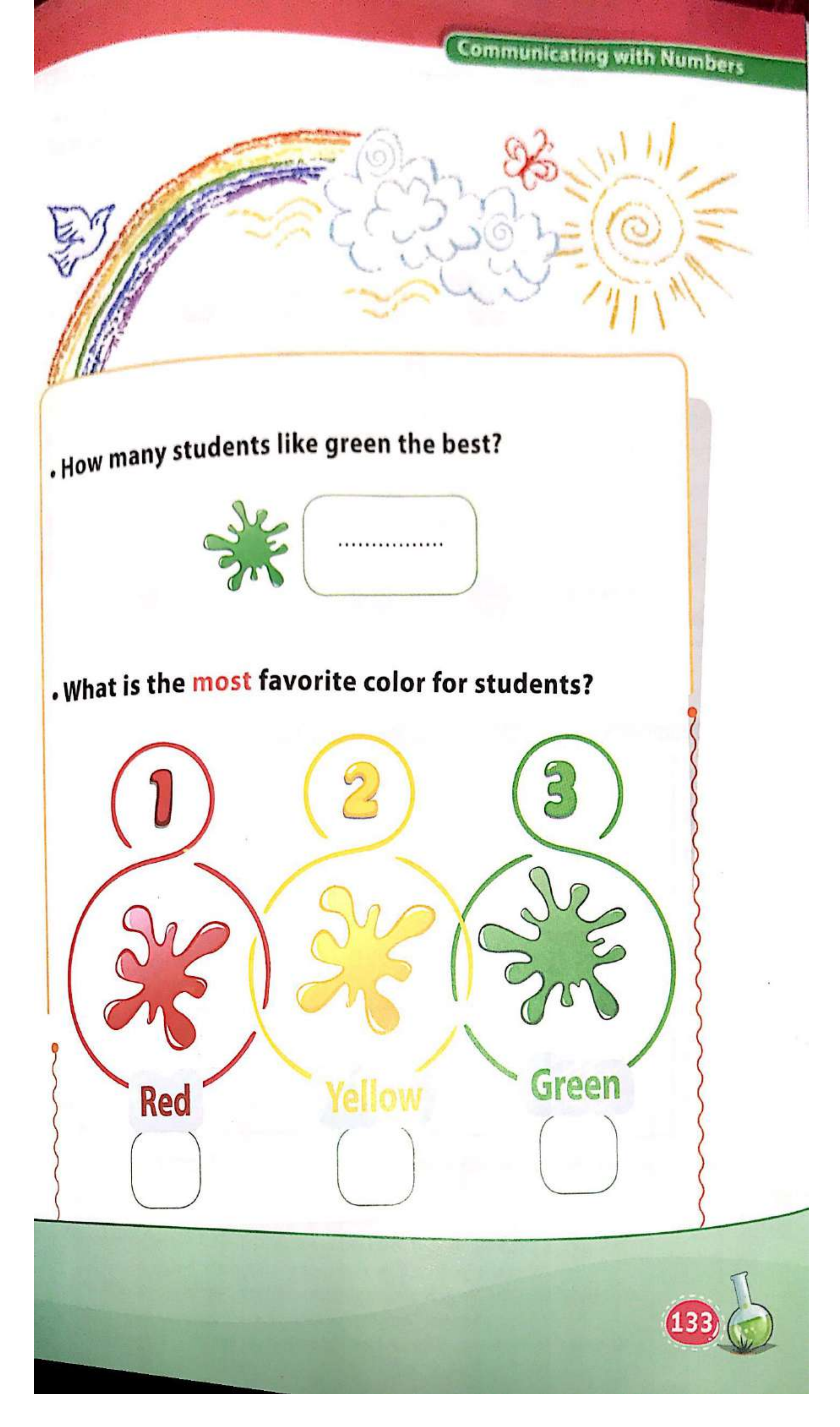
- **Parents' tips:** Help your child collect the required data from the pictograph and let him/her remember what he/she studied in the first term.
- **Subject integration:** - Math: Organize and collect data from the pictograph.
  - English: Participate in collaborative conversations through asking qu... belonging to the pictograph.
- **Life skills:** Differentiation - Participation - Good listening.



• Which pet is the favorite of most students?

• If you want a pet, which one do you like?

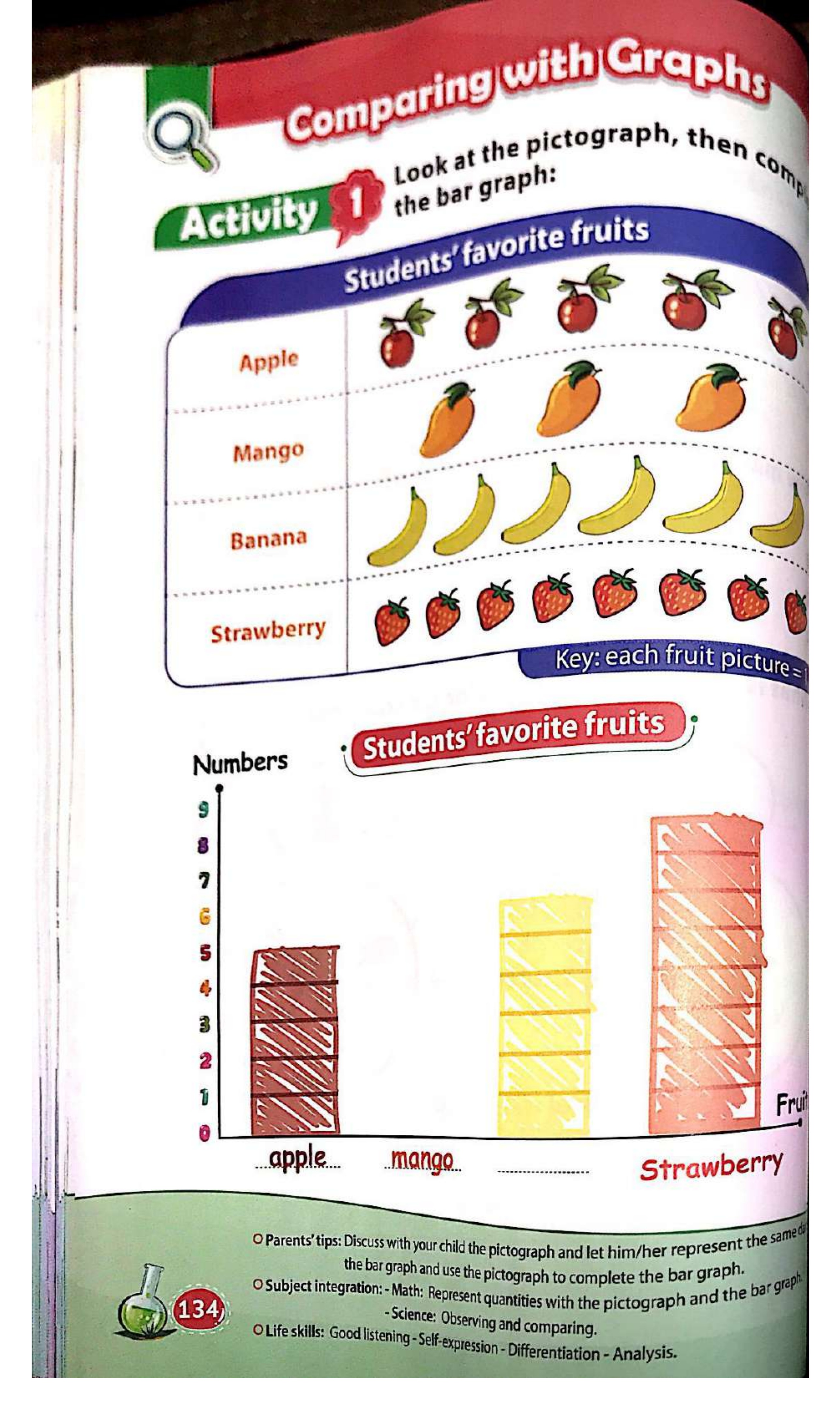

Favorite Color
Activity 1 Look at the bar graph, then answe
Students
9
8
7
6
5
4
3
2
1
0
Red
Yellow
Green
Color
• How many students like red the best?
• How many students like yellow the best?
○ Parents' tips: Help your child collect the required data from the bar graph and let him/her remember what he/she studied in the first term.
○ Subject integration: - Math: Organize and collect data from the bar graph.
- English: Participate in collaborative conversations through asking questions belonging to the bar graph.
○ Life skills: Differentiation - Participation - Good listening - Analysis.
132

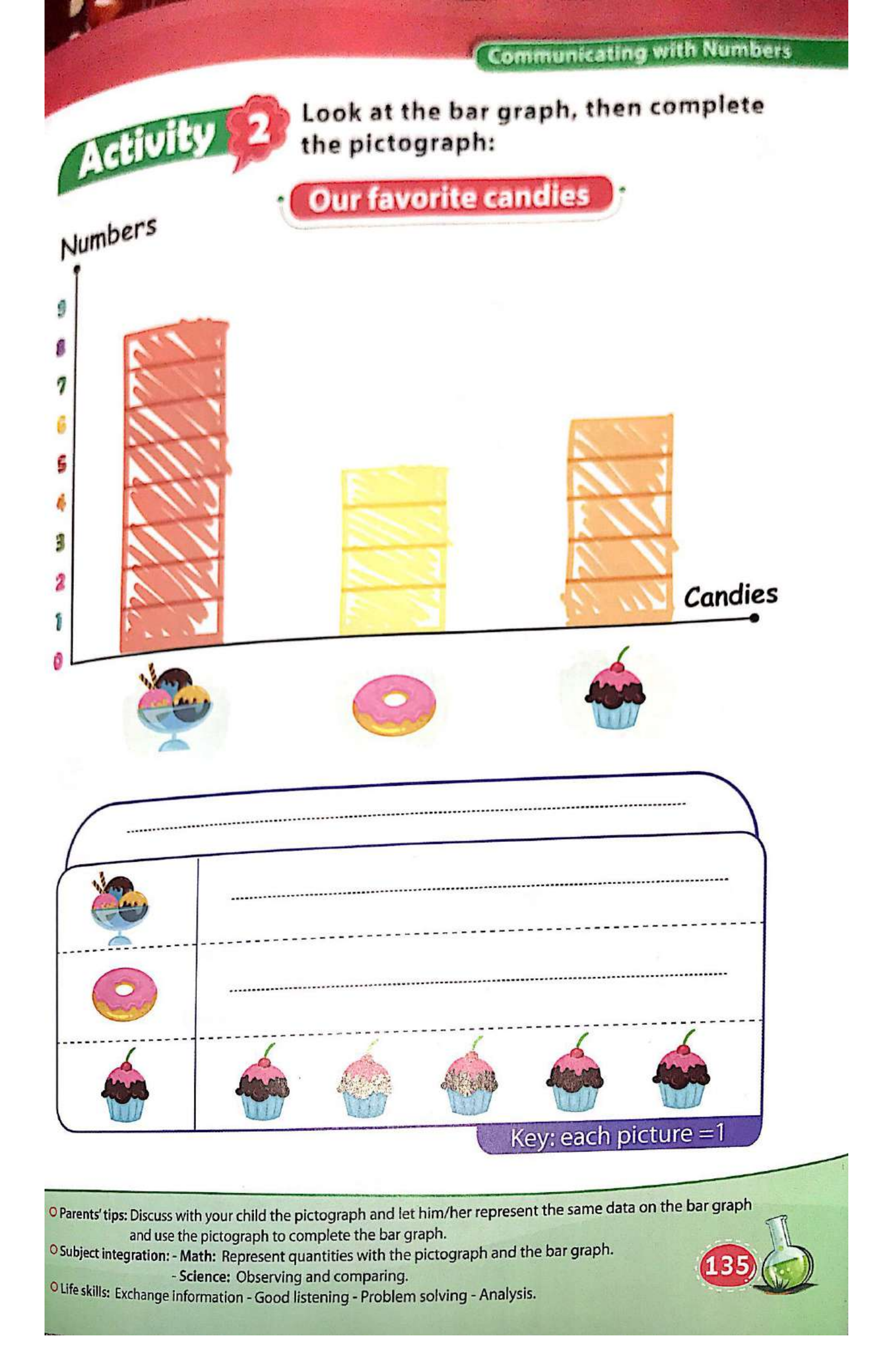


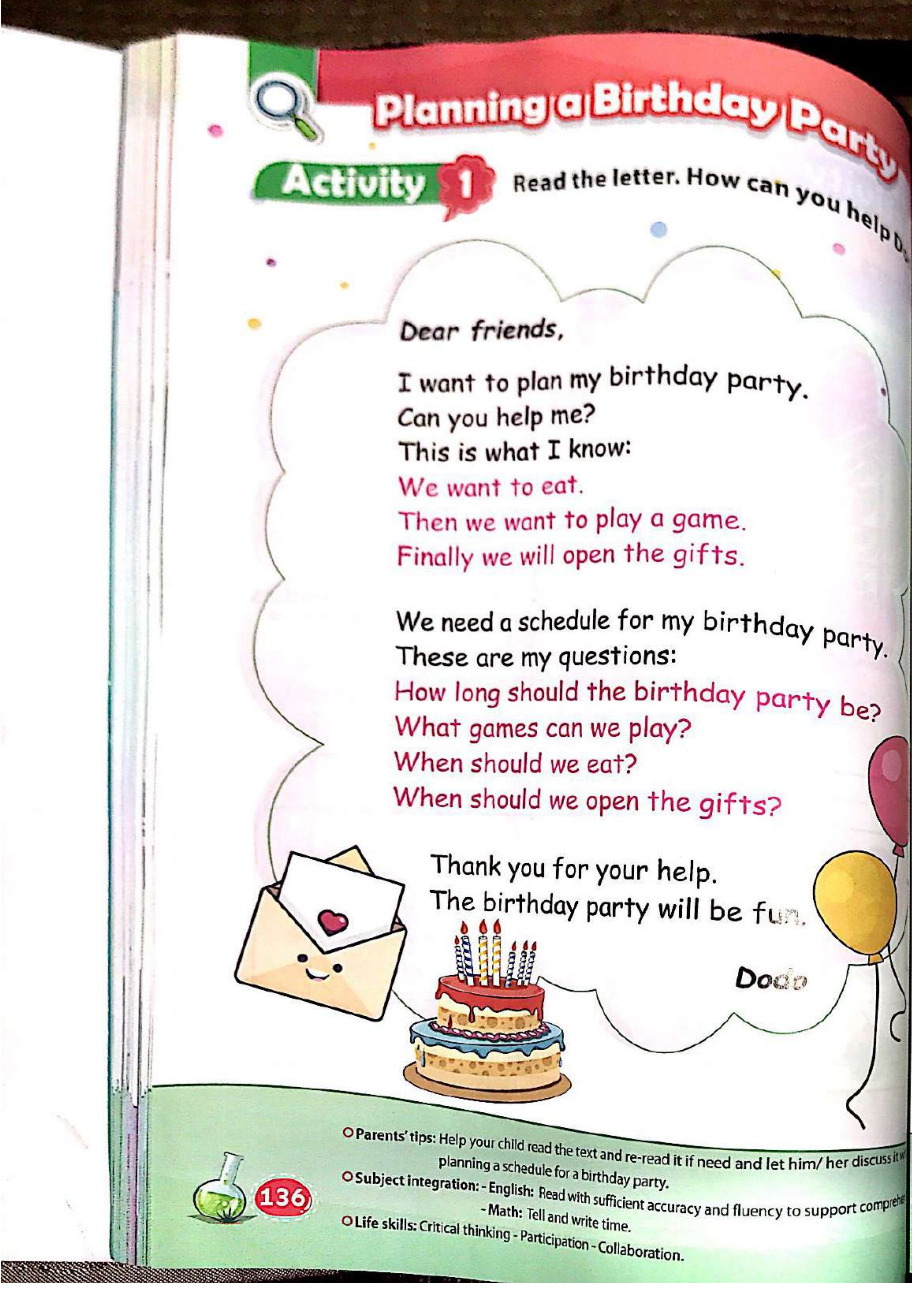
• How many students like green the best?

....

• What is the **most** favorite color for students?


Comparing with Graphs
Activity 1
Look at the pictograph, then comp
the bar graph:
Students' favorite fruits
Apple
Mango
Banana
Strawberry
Key: each fruit picture =
Students' favorite fruits
Numbers
9
8
7
6
5
4
3
2
1
0
Frui
apple
mango
Strawberry
Parents' tips: Discuss with your child the pictograph and let him/her represent the same d
the bar graph and use the pictograph to complete the bar graph.
Subject integration: - Math: Represent quantities with the pictograph and the bar graph.
- Science: Observing and comparing.
Life skills: Good listening - Self-expression - Differentiation - Analysis.
134


Communicating with Numbers
Activity 2
Look at the bar graph, then complete the pictograph:
Our favorite candies
Numbers
0
1
2
3
4
5
6
7
8
9
Candies
Key: each picture =1
Parents' tips: Discuss with your child the pictograph and let him/her represent the same data on the bar graph and use the pictograph to complete the bar graph.
Subject integration: - Math: Represent quantities with the pictograph and the bar graph.
- Science: Observing and comparing.
Life skills: Exchange information - Good listening - Problem solving - Analysis.
135



Planning a Birthday Party

Activity 1 Read the letter. How can you help D

Dear friends,

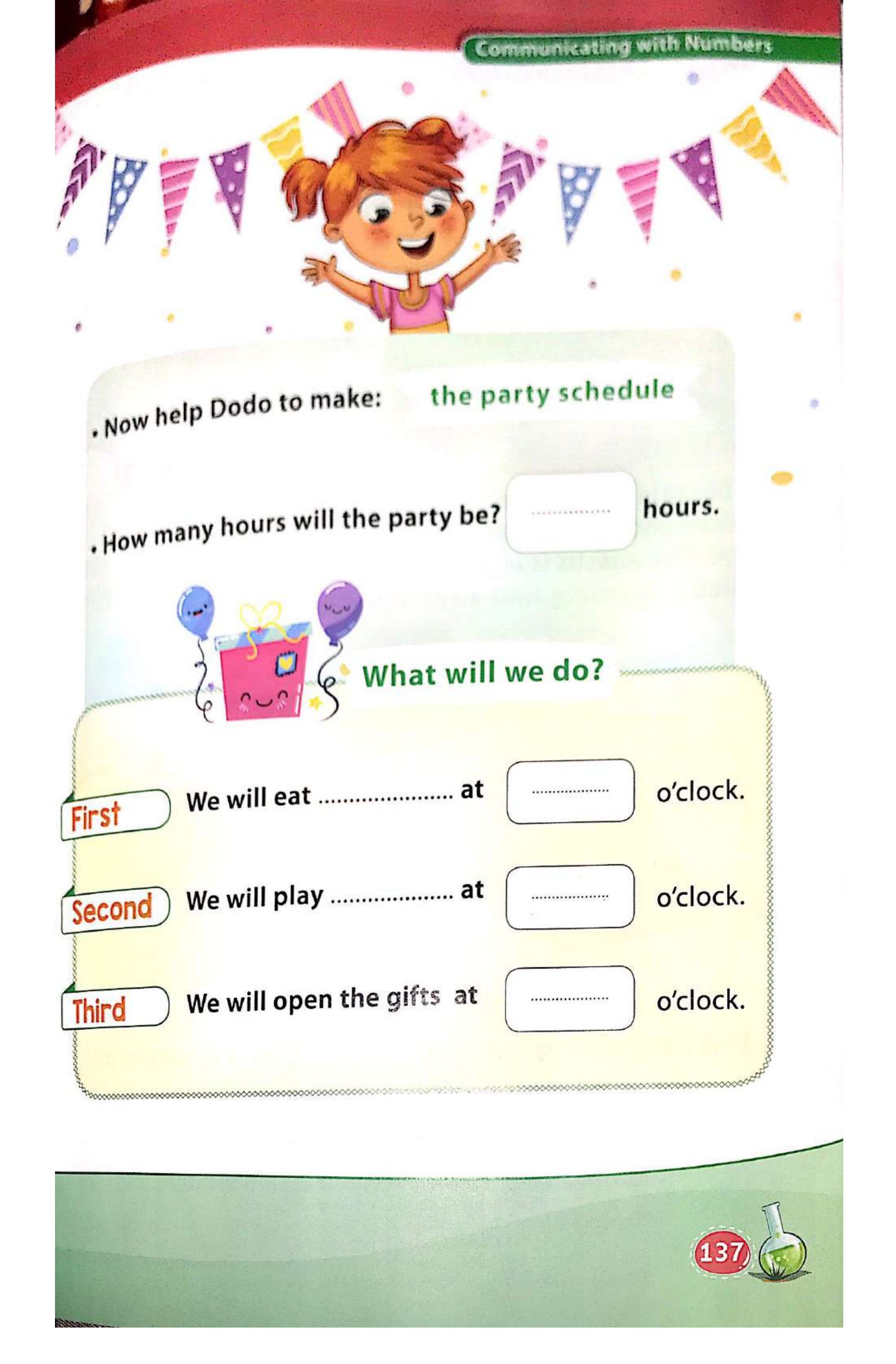
I want to plan my birthday party.
Can you help me?
This is what I know:
We want to eat.
Then we want to play a game.
Finally we will open the gifts.

We need a schedule for my birthday party.
These are my questions:
How long should the birthday party be?
What games can we play?
When should we eat?
When should we open the gifts?

Thank you for your help.
The birthday party will be fun.

Dodo

- **Parents' tips:** Help your child read the text and re-read it if need and let him/ her discuss it w planning a schedule for a birthday party.
- **Subject integration:** - **English:** Read with sufficient accuracy and fluency to support comprehe
  - **Math:** Tell and write time.
- **Life skills:** Critical thinking - Participation - Collaboration.



• Now help Dodo to make: **the party schedule**

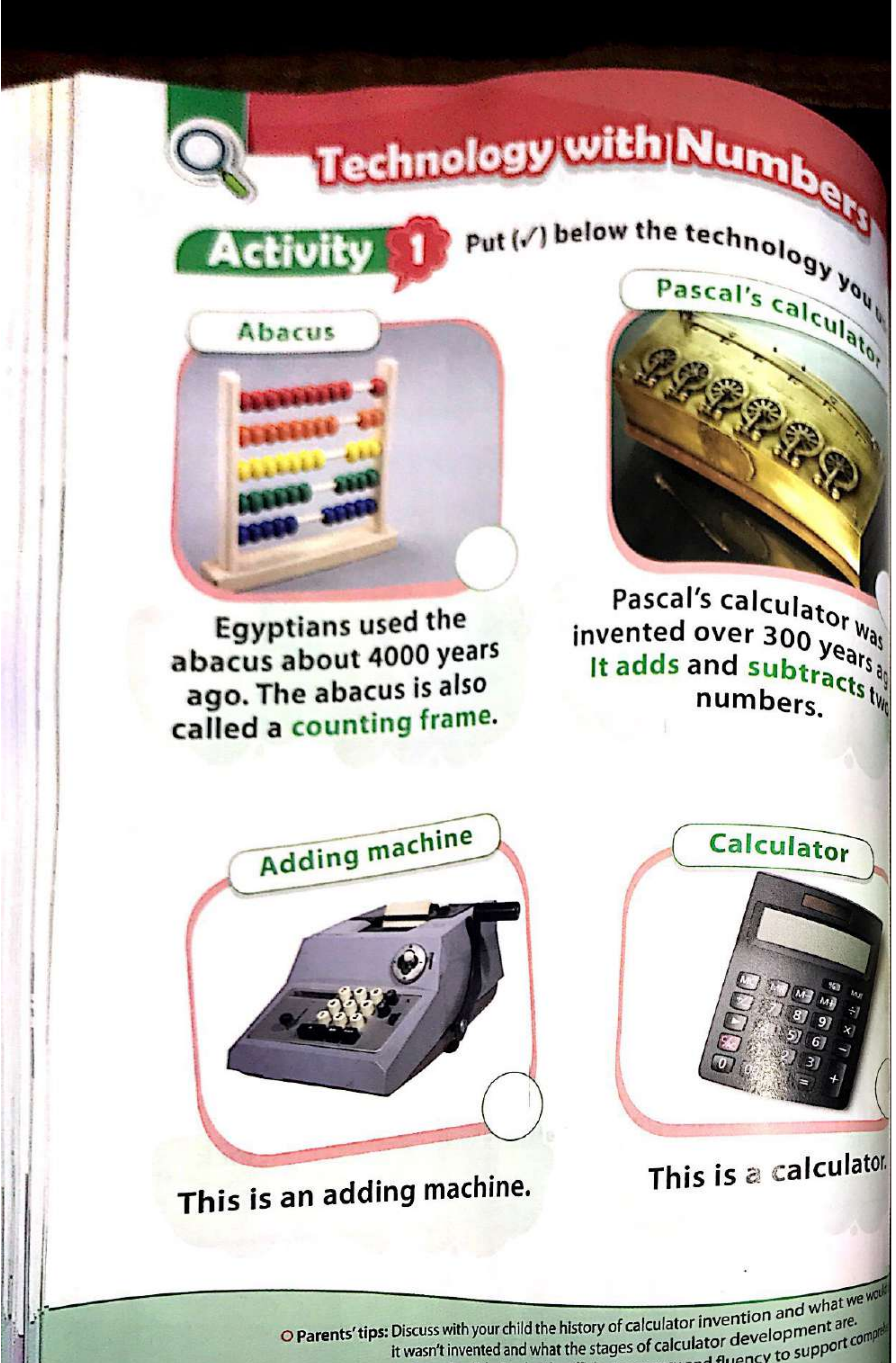
• How many hours will the party be? .... hours.

What will we do?

First We will eat .... at .... o'clock.

Second We will play .... at .... o'clock.

Third We will open the gifts at .... o'clock.



Technology with Numbers

Activity 1 Put (✓) below the technology you u

Abacus

Egyptians used the abacus about 4000 years ago. The abacus is also called a **counting frame**.

Pascal's calculator

Pascal's calculator was invented over 300 years ag
It adds and **subtracts** two numbers.

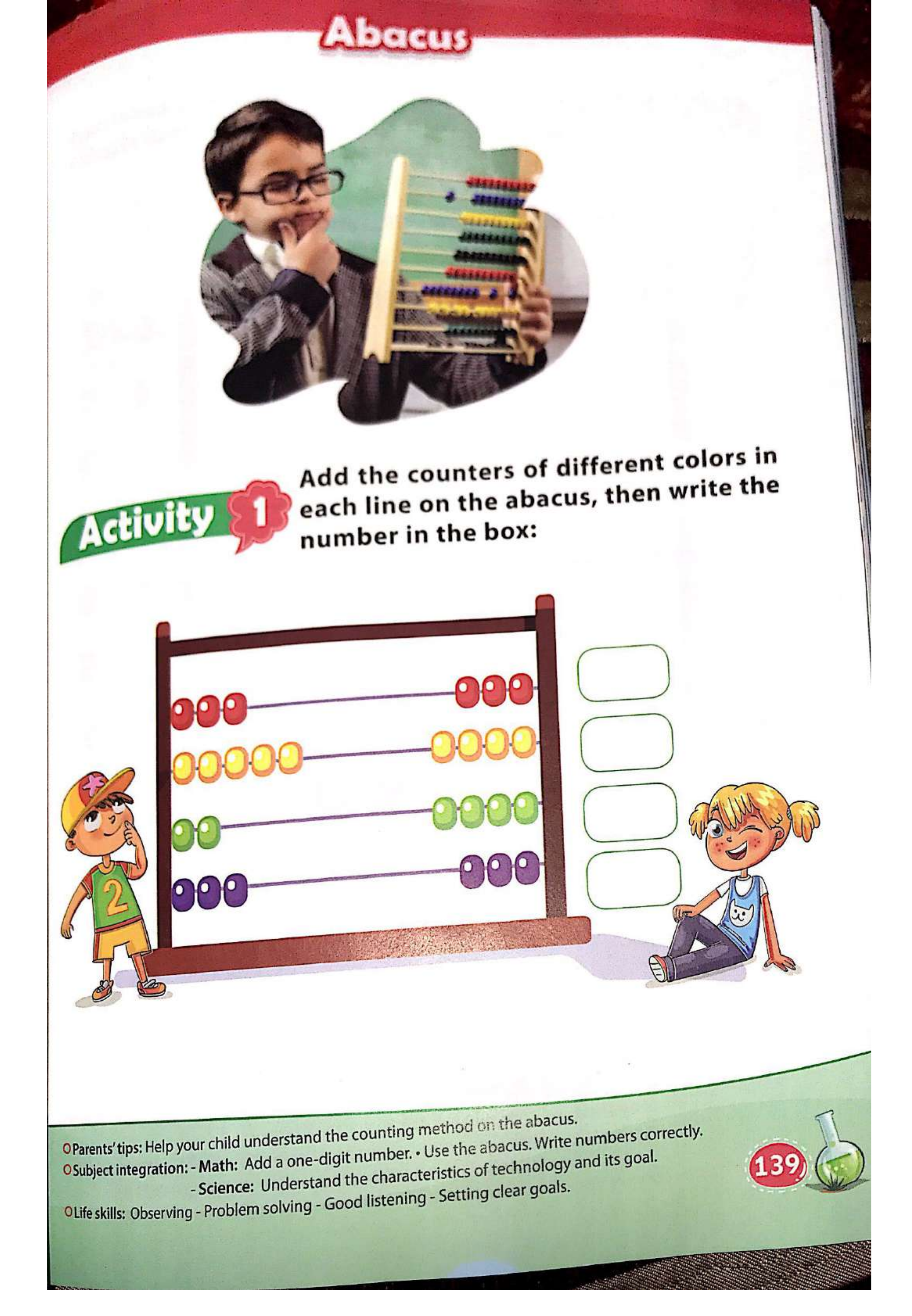
Adding machine

This is an adding machine.

Calculator

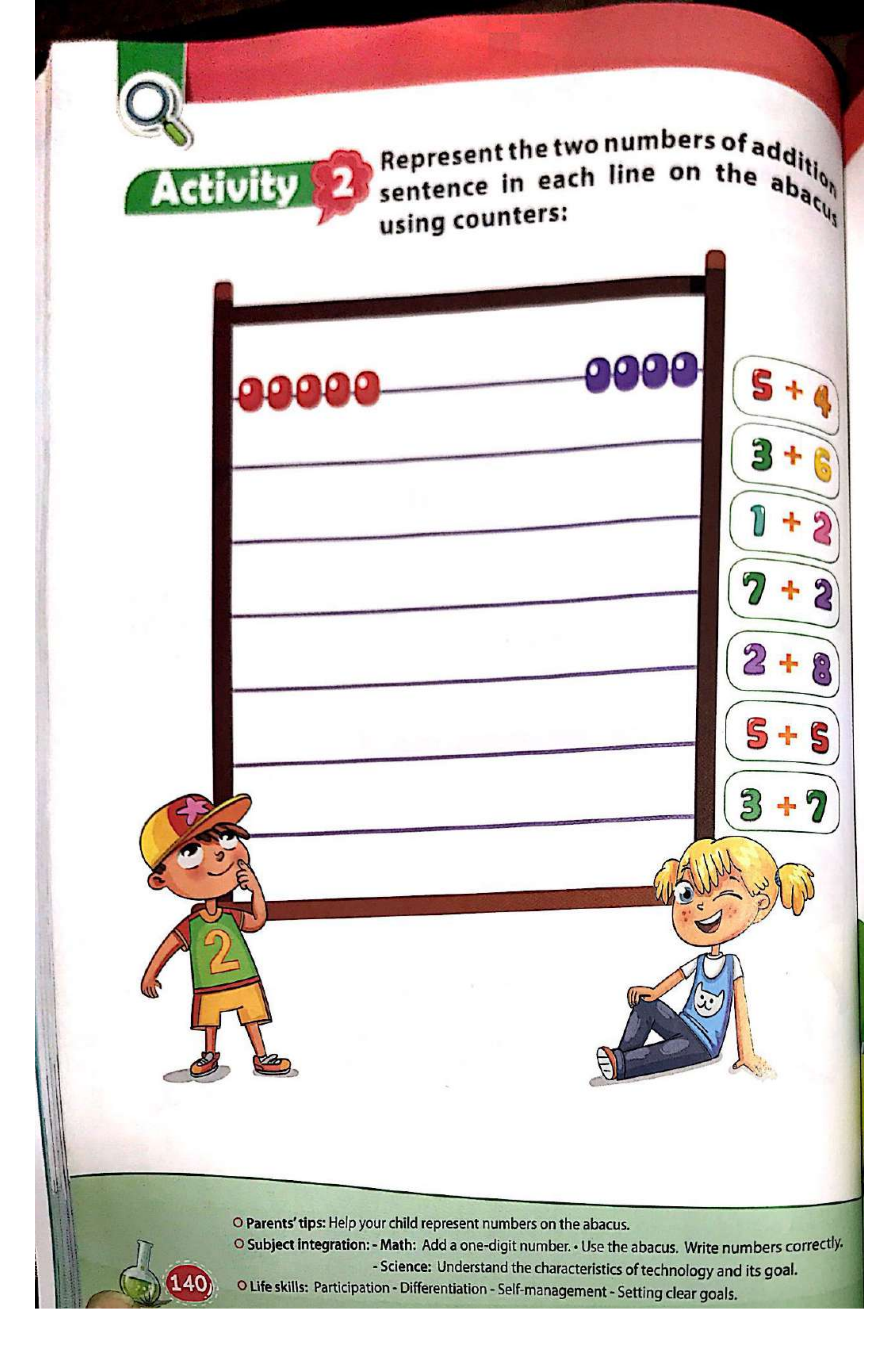
This is a calculator.

- **Parents' tips:** Discuss with your child the history of calculator invention and what we would
  it wasn't invented and what the stages of calculator development are.
- **Subject integration:** - English: Read with sufficient accuracy and fluency to support compre
  - Math: How to add two numbers using the calculator.
  - Science: Understand the characteristics of technology and its goal.
- **Life skills:** Observing - Exchange information - Respect the opinions of others.



Activity 1 Add the counters of different colors in each line on the abacus, then write the number in the box:

○ Parents' tips: Help your child understand the counting method on the abacus.
○ Subject integration: - Math: Add a one-digit number. • Use the abacus. Write numbers correctly.
- Science: Understand the characteristics of technology and its goal.
○ Life skills: Observing - Problem solving - Good listening - Setting clear goals.


Activity 2
Represent the two numbers of addition sentence in each line on the abacus using counters:
5 + 4
3 + 6
1 + 2
7 + 2
2 + 8
5 + 5
3 + 7
2
O Parents' tips: Help your child represent numbers on the abacus.
O Subject integration: - Math: Add a one-digit number. • Use the abacus. Write numbers correctly.
- Science: Understand the characteristics of technology and its goal.
O Life skills: Participation - Differentiation - Self-management - Setting clear goals.



Math Stories

Activity 1 Look at the following story, then complete:

5 + 5 = 10

Choose

Is this story .... ?

(Addition) Or (Subtraction)

- Parents' tips: Help your child represent the stories of addition and subtraction using images and let him/her know whether they were addition or subtraction and complete the missing part in the story.
- Subject integration: - **Math:** Add a one-digit number. • Relate counting to addition and subtraction.
  - **Art:** Use shapes to express stories.
- Life skills: Observing - Differentiation - Suggestion for problem solving.



Activity 2 Complete the missing information:

9 - .... = 8

Choose

Is this story ....?

(Addition) Or (Subtraction)

○ **Parents' tips:** Help your child represent the stories of addition and subtraction using images a[nd] let him/her know whether they were addition or subtraction and complete the missing part in the story.

○ **Subject integration:** - **Math:** Add a one-digit number. • Relate counting to addition and subtrac[tion]
- **Art:** Use shapes to express stories.

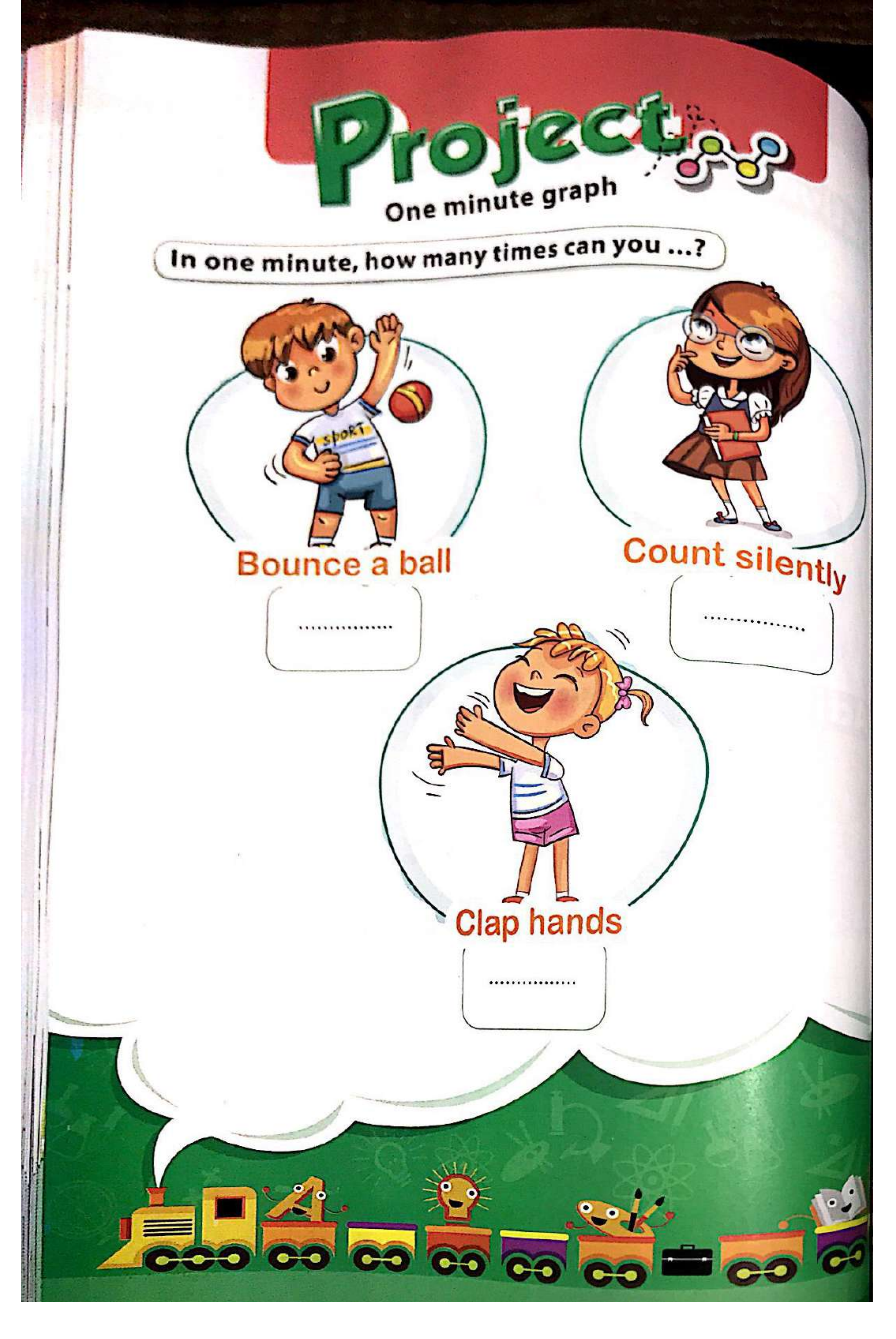
○ **Life skills:** Observing - Differentiation - Self-management.

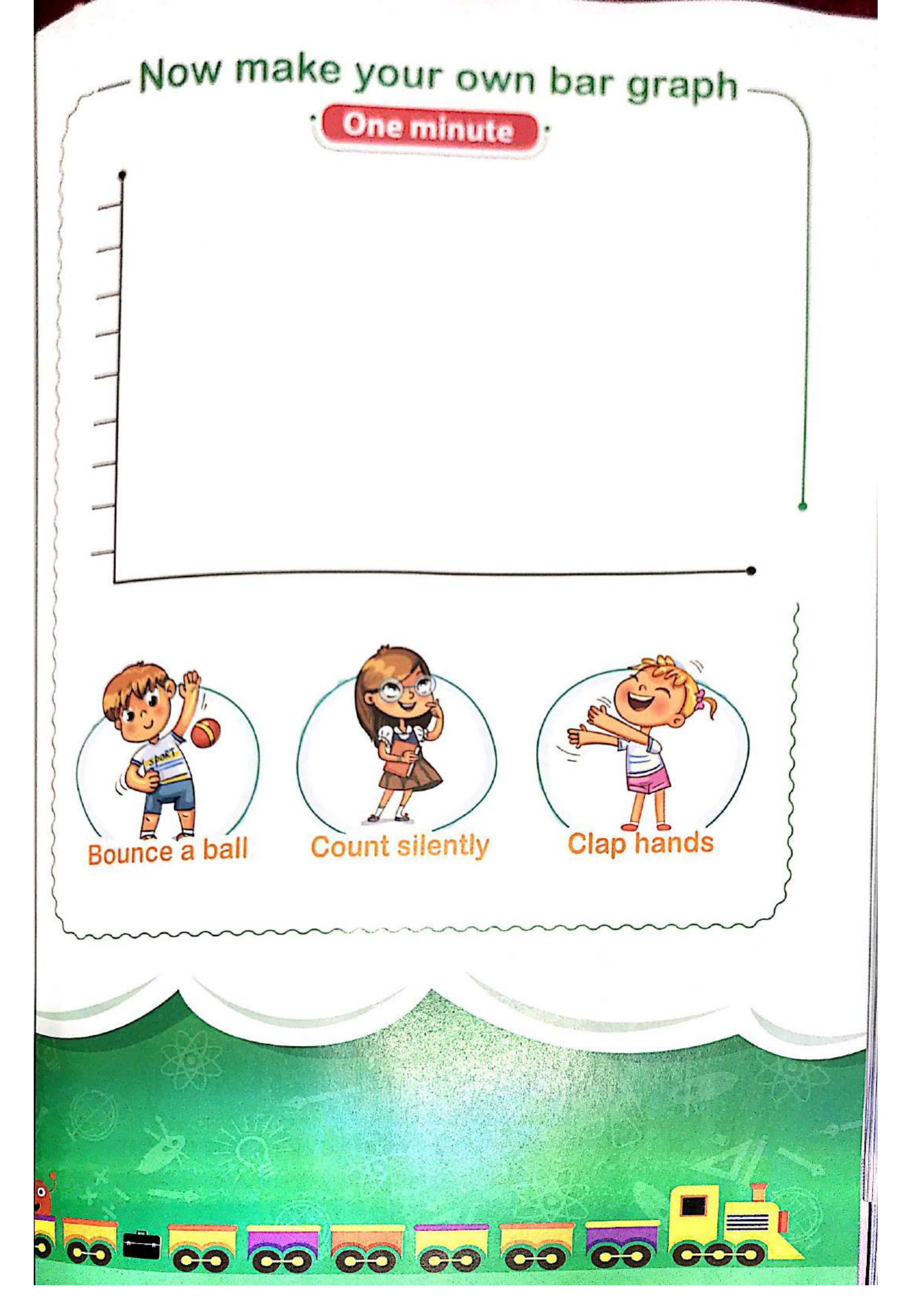


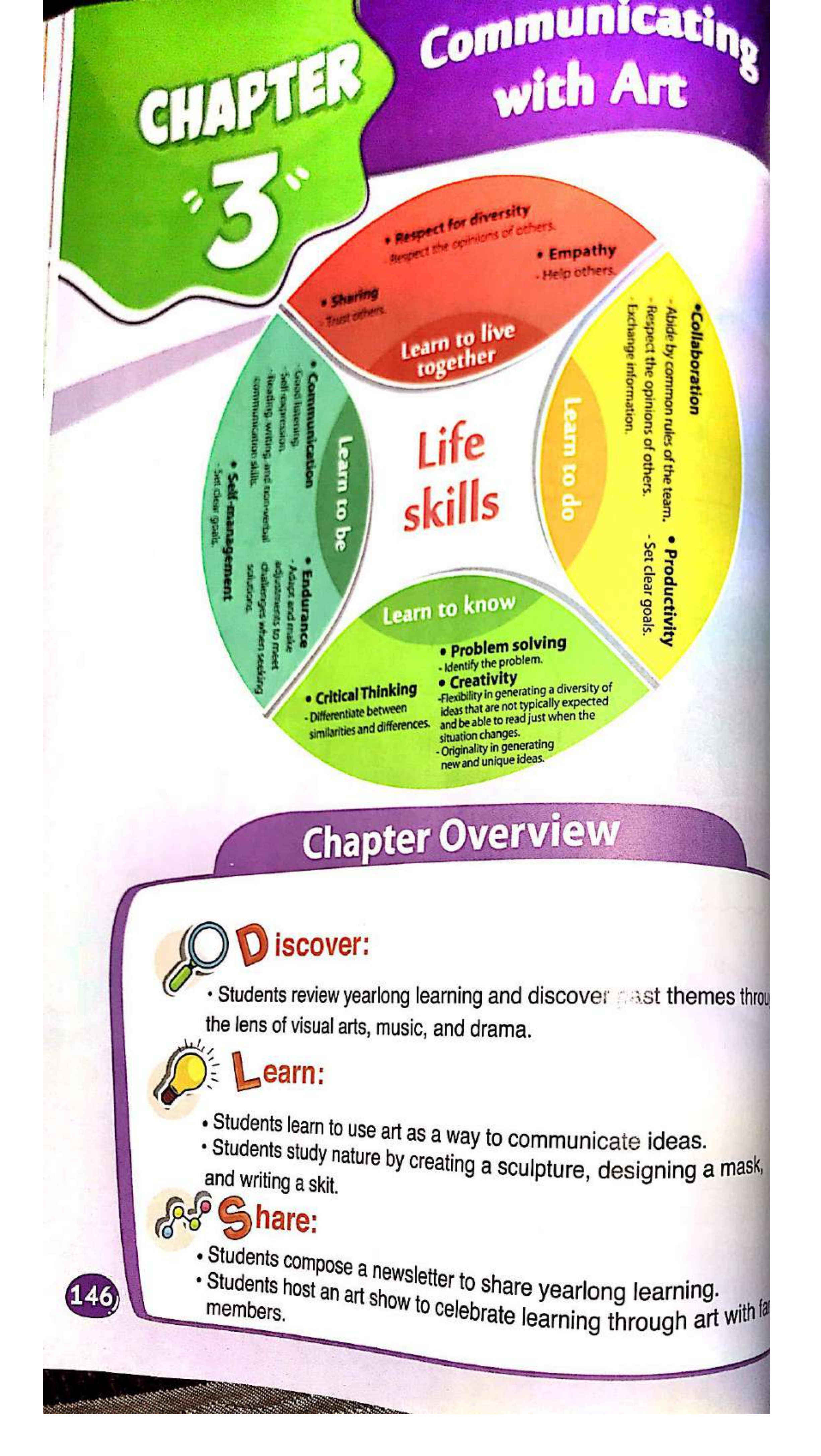
○ **Parents' tips:** Help your child represent the stories of addition and subtraction using images and let him/her know whether they were addition or subtraction and complete the missing part in the story.

○ **Subject integration:** - **Math:** Add a one-digit number. Relate counting to addition and subtraction.
- **Art:** Use shapes to express stories.

○ **Life skills:** Observing - Participation - Communication – Finding problem solving.


Project
One minute graph
In one minute, how many times can you ...?
SPORT
Bounce a ball
....
Count silently
....
Clap hands
....


Now make your own bar graph
One minute
Bounce a ball
Count silently
Clap hands



CHAPTER 3 Communicating with Art

Chapter Overview

Discover:

• Students review yearlong learning and discover past themes throu
the lens of visual arts, music, and drama.

Learn:

• Students learn to use art as a way to communicate ideas.
• Students study nature by creating a sculpture, designing a mask, and writing a skit.

Share:

• Students compose a newsletter to share yearlong learning.
• Students host an art show to celebrate learning through art with fa members.

Instructional Focus



Discover

Students will:

- Review the theme «Who Am I?»
- Consider favorite artwork done throughout the year.
- Communicate about selves through art.
- Review the theme «The World Around Me».
- Identify how music helps tell a story.
- Collaborate to write a verse to a song.
- Review the theme «How the World Works».
- Use drama to review learning.
- Role play buying and selling goods in a store.



Learn

Students will:

- Use technology to research an upcoming art show.
- Explore different art forms.
- Identify and compare different materials used to create sculptures.
- Create a sculpture using different materials.
- Use materials from the surrounding environment to create a nature scene.
- Compose a verbal short story to accompany artwork.
- Recognize literature as a form of art.
- Create a mask using natural materials from the environment.
- Use two-dimensional materials to create a three-dimensional mask.
- Imagine the use of a mask to tell a story.
- Identify elements of a script.
- Collaborate to write a script.
- Perform a skit using masks.

Share

Students will:

- Create a classroom newsletter to review and share yearlong learning.
- Prepare the classroom for an art show.
- Present artwork to classmates and family members.
- Demonstrate proper etiquette with guests.

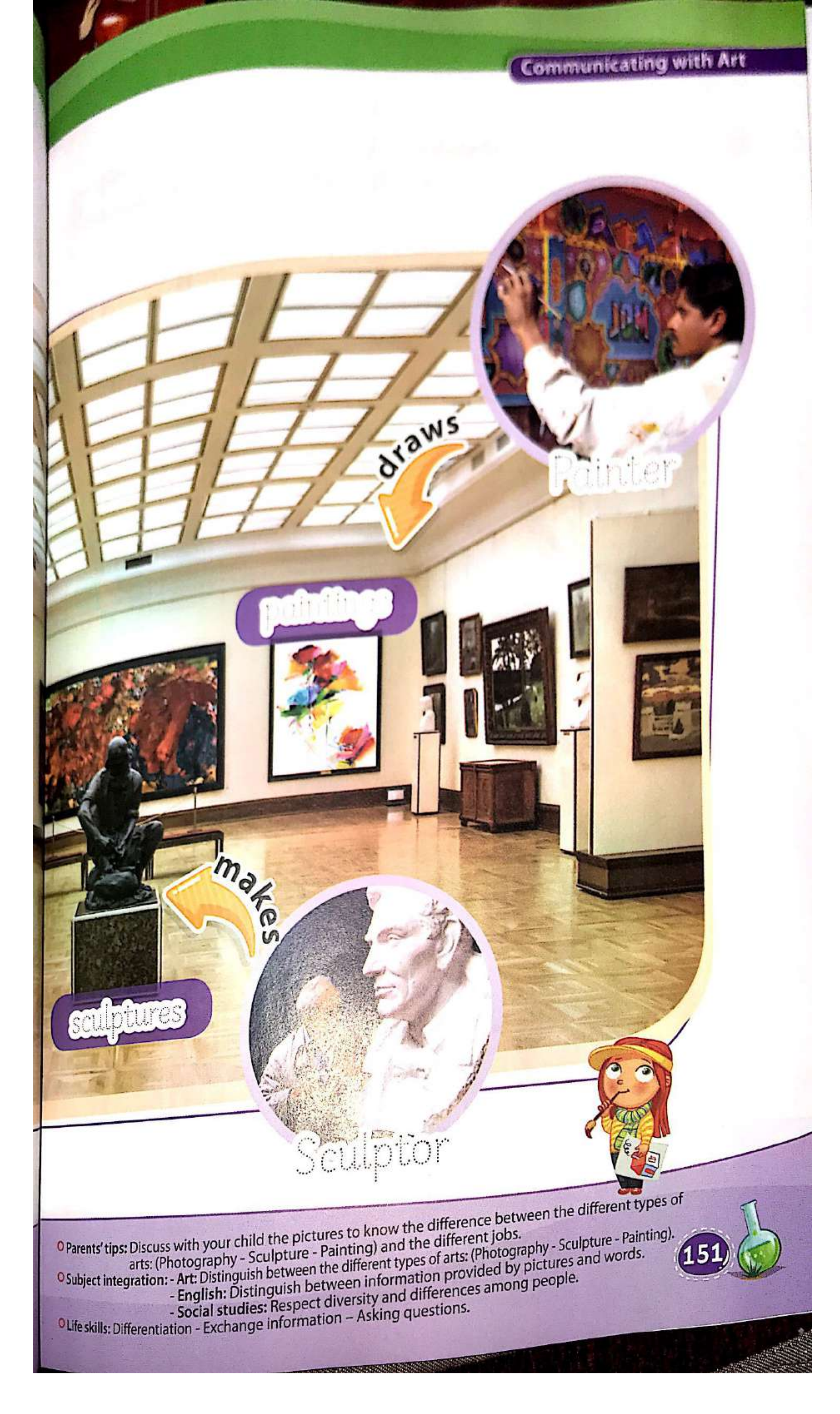

Colorful Me
My name is
My
Stick your photo.
My family photos
I am ...... years old.
Parents' tips: Help your child make a chart paper expressing him/her, his/her identity and favorite
accept any response from him/her.
Subject integration: - Science: Design and make things with simple tools.
- English: Read common, high-frequency words by sight and add drawings to convey meaning. Participate
- Social studies: Communicate effectively with others.
Life skills: Self-management - Respect the opinions of others - Participation.
148


Communicating with Art
Favorite activity
I like ....
I live in Egypt.
Favorite movie
....
Favorite color
149

Art Show

Activity 1 Look at the picture, then trace:





○ **Parents' tips:** Discuss with your child the pictures to know the difference between the different types of arts: (Photography - Sculpture - Painting) and the different jobs.

○ **Subject integration:** - **Art:** Distinguish between the different types of arts: (Photography - Sculpture - Painting).
- **English:** Distinguish between information provided by pictures and words.
- **Social studies:** Respect diversity and differences among people.

○ **Life skills:** Differentiation - Exchange information – Asking questions.



Activity 2 Match:

A	B
Painter	Sculptures
Photographer	Paintings
Sculptor	Photographs

- Parents' tips: Help your child solve the activity matching a profession's owner to his job.
- Subject integration: - Art: Distinguish between the different types of arts: (Photography - Sculpture - Painting).
  - English: Read common, high-frequency words by sight.
  - Social studies: Respect diversity and differences among people.
- Life skills: Observing - Differentiation - Selecting the proper solution.



Choose the correct word, then write it below the picture:

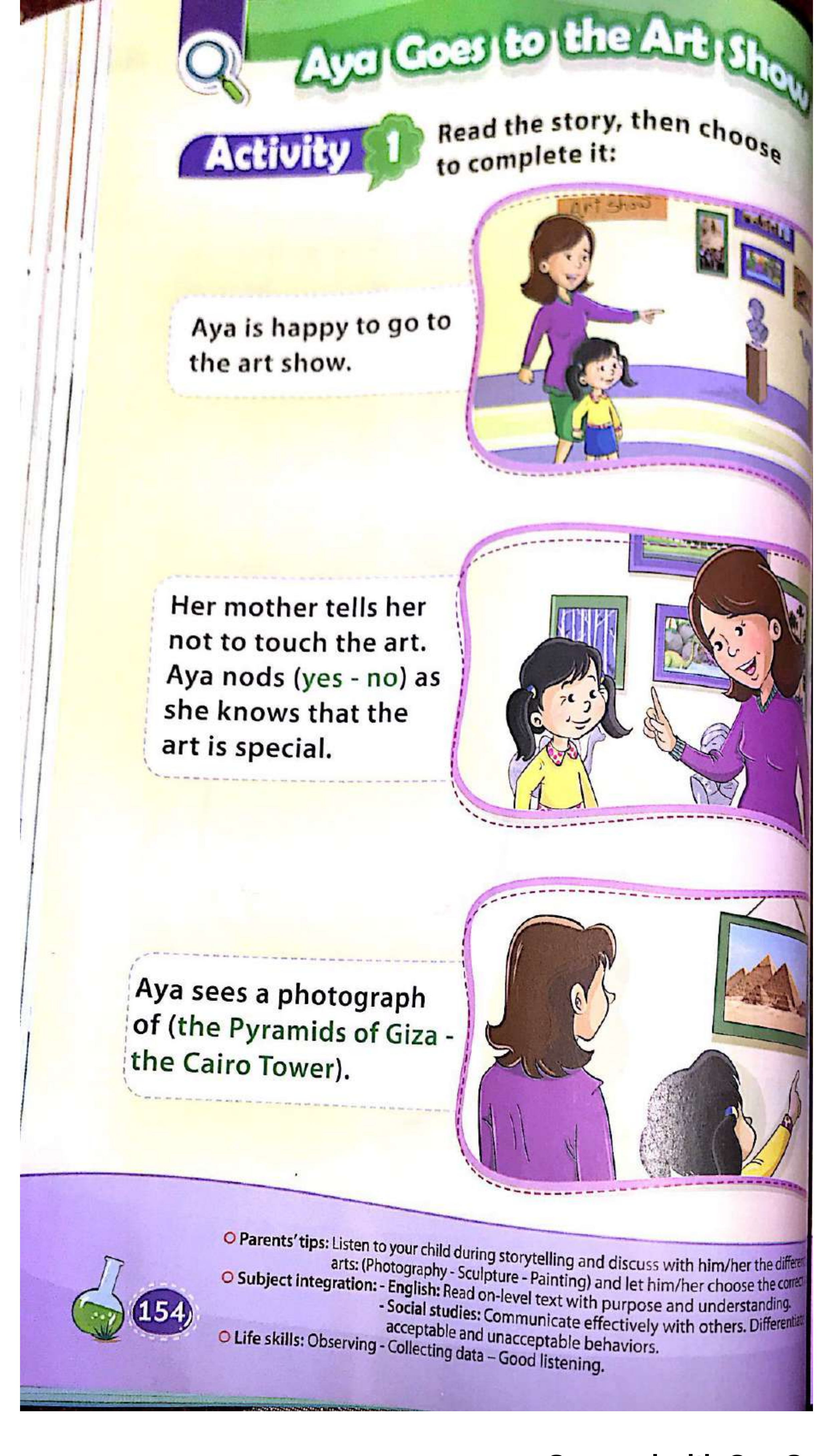
(Sculptures - Paintings - Photographs)

-------------------- --------------------

- Parents' tips: Help your child choose the correct answer to enable him/her to differentiate between the different art exhibits: (Sculptures - Paintings - Photographs).
- Subject integration:
  - Art: Distinguish between the different types of arts: (Photography – Sculpture - Painting).
  - English: Read common, high-frequency words by sight.
  - Writing: Write high-frequency words.
- Life skills: Differentiation - Collecting data - Problem solving.

Aya Goes to the Art Show

Activity 1 Read the story, then choose to complete it:



Aya is happy to go to the art show.

Her mother tells her not to touch the art. Aya nods (yes - no) as she knows that the art is special.

Aya sees a photograph of (the Pyramids of Giza - the Cairo Tower).

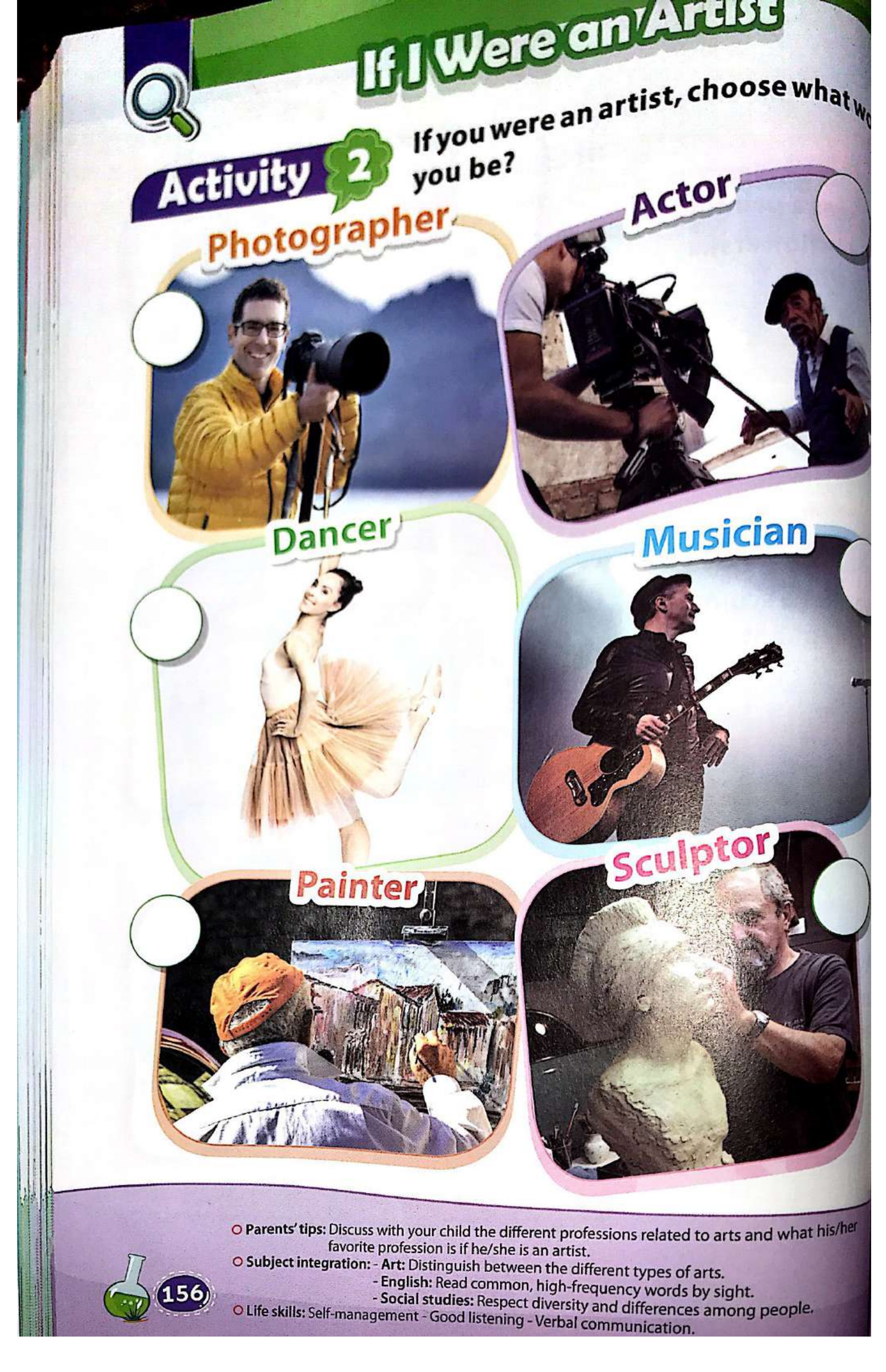
- **Parents' tips:** Listen to your child during storytelling and discuss with him/her the different arts: (Photography - Sculpture - Painting) and let him/her choose the correct
- **Subject integration:** - **English:** Read on-level text with purpose and understanding.
  - **Social studies:** Communicate effectively with others. Differentiate acceptable and unacceptable behaviors.
- **Life skills:** Observing - Collecting data – Good listening.



Aya sees a painting of
(birds - flowers).

Aya sees a sculpture of
(an elephant - a cat) family.

Aya had fun at the art show,
and she decided to be
an artist.



If I Were an Artist

Activity 2

If you were an artist, choose what w
you be?

Photographer

Actor

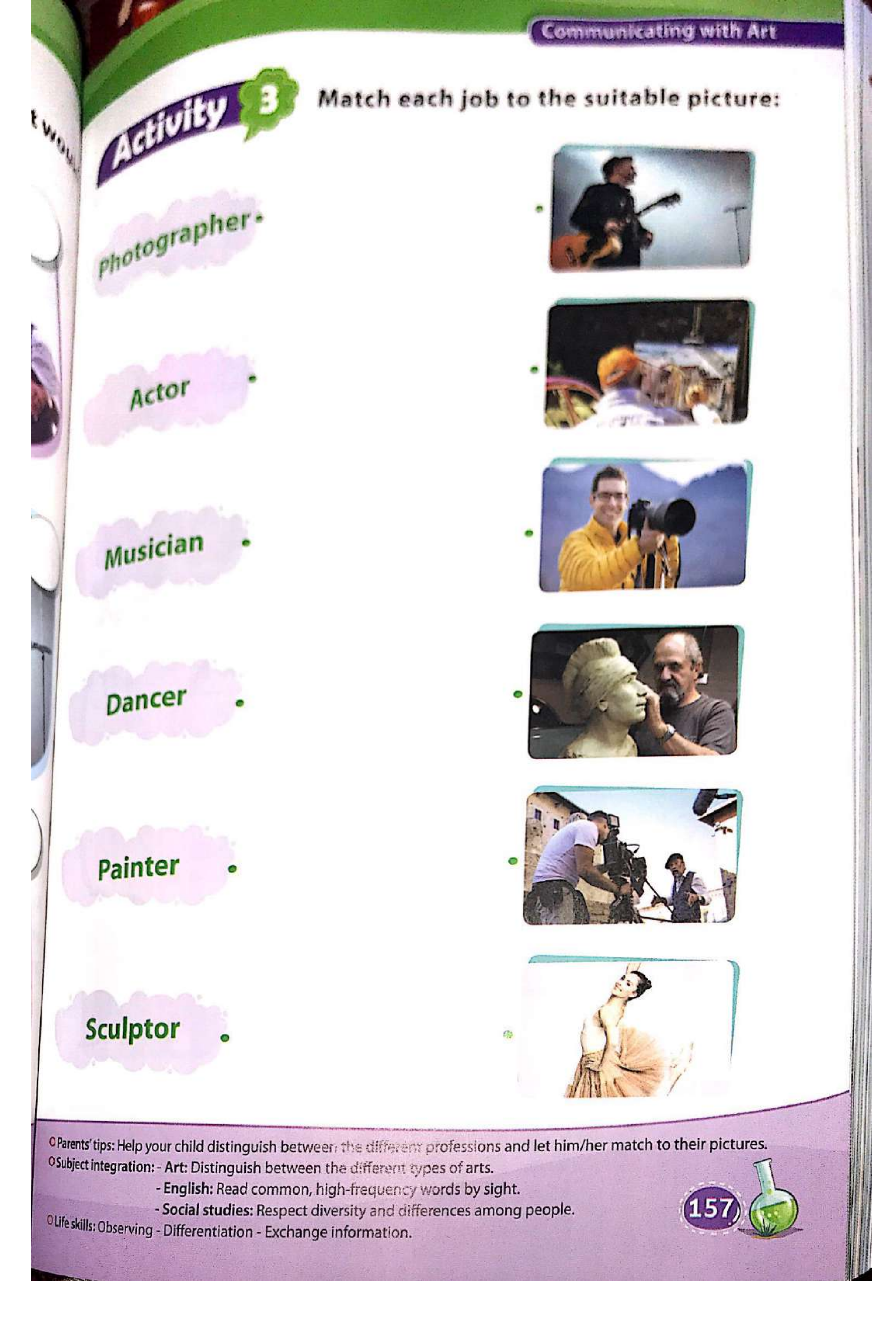
Dancer

Musician

Painter

Sculptor

- **Parents' tips:** Discuss with your child the different professions related to arts and what his/her favorite profession is if he/she is an artist.
- **Subject integration:** - **Art:** Distinguish between the different types of arts.
  - **English:** Read common, high-frequency words by sight.
  - **Social studies:** Respect diversity and differences among people.
- **Life skills:** Self-management - Good listening - Verbal communication.



Activity 3

Match each job to the suitable picture:

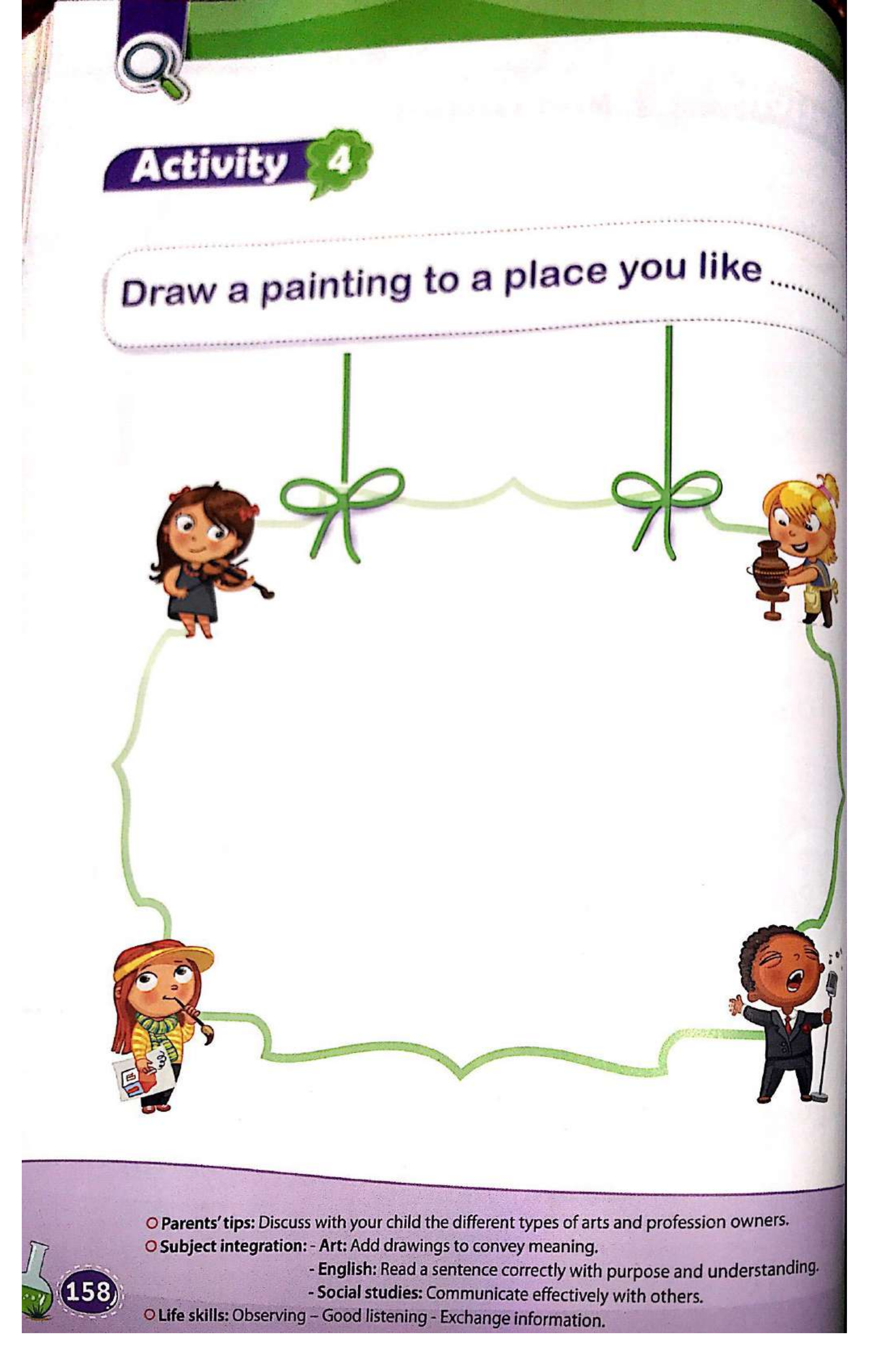
- Photographer
- Actor
- Musician
- Dancer
- Painter
- Sculptor

○ Parents' tips: Help your child distinguish between the different professions and let him/her match to their pictures.

○ Subject integration: - Art: Distinguish between the different types of arts.

- English: Read common, high-frequency words by sight.
- Social studies: Respect diversity and differences among people.

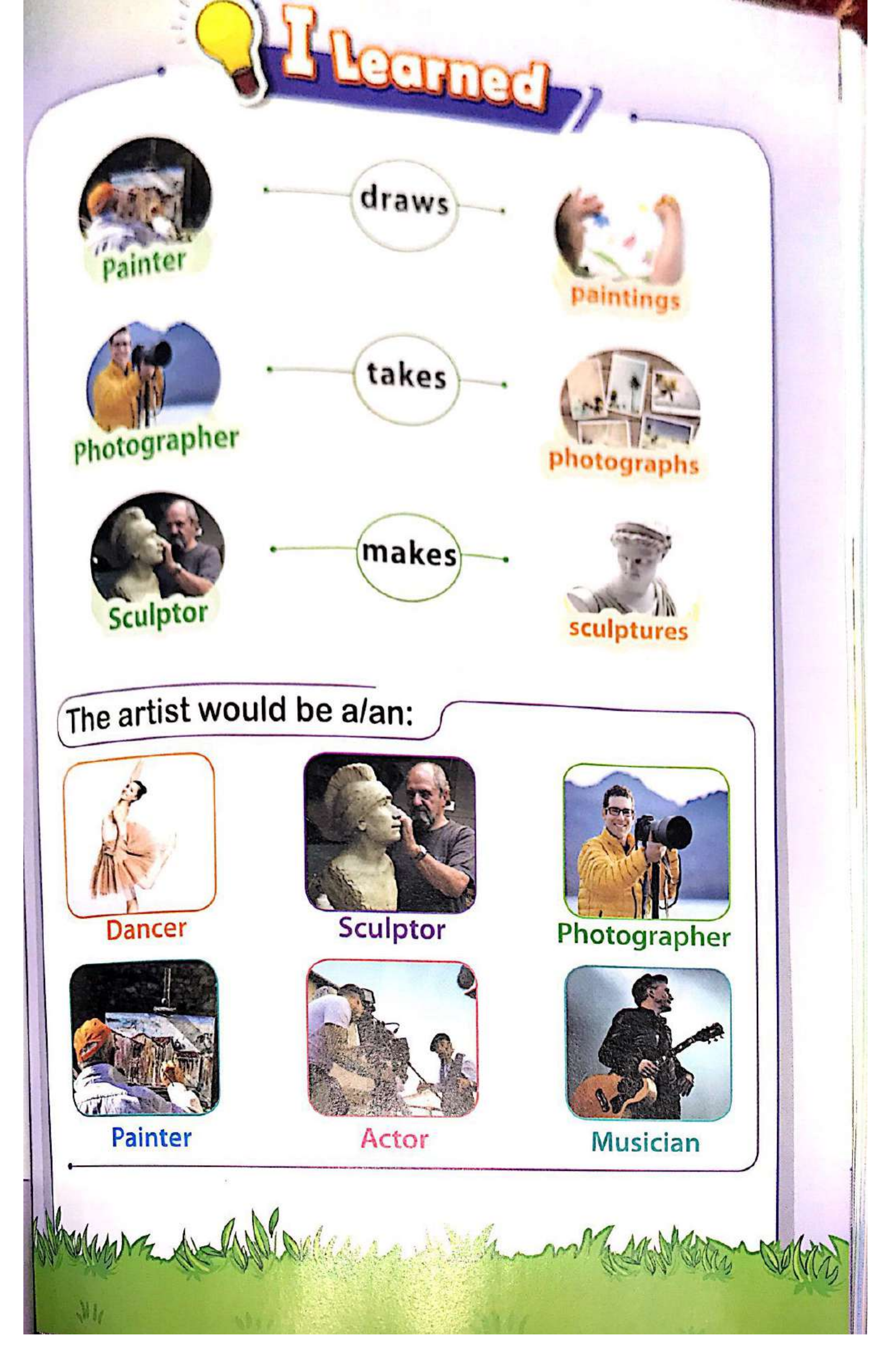
○ Life skills: Observing - Differentiation - Exchange information.



Activity 4

Draw a painting to a place you like ....

- **Parents' tips:** Discuss with your child the different types of arts and profession owners.
- **Subject integration:** - **Art:** Add drawings to convey meaning.
  - **English:** Read a sentence correctly with purpose and understanding.
  - **Social studies:** Communicate effectively with others.
- **Life skills:** Observing – Good listening - Exchange information.



Scanned with CamScanner



Sculptures

Activity 1 Look at the sculptures and tra

• Sculptures are made from different materials su

Plastic

Metal

Pap

Fabric

Wood

○ **Parents' tips:** Help your child distinguish between the different types of sculptures usi materials.

○ **Subject integration:** - **Art:** Distinguish between different sculpting materials (e.g., pap
- **English:** Read with sufficient accuracy and fluency to support co
- **Science:** Identify different materials used to create sculptures.

○ **Life skills:** Observing – Differentiation – Asking questions.



Activity 2 Match the sculptures to their materials:

Sculptures	Materials
•	• Plastic
•	• Fabric
•	• Metal
•	• Paper
•	• Wood

- **Parents' tips:** Help your child distinguish between the different types of sculptures using different materials.
- **Subject integration:** - **Art:** Distinguish between different sculpting materials (e.g., paper, wood).
  - **English:** Read with sufficient accuracy and fluency to support comprehension.
  - **Science:** Identify different materials used to create sculptures.
- **Life skills:** Observing – Collecting data – Selecting the proper solution.



Activity 3 Write the materials under each scul

(Fabric - Metal - Plastic - Paper - Wood)

....

....

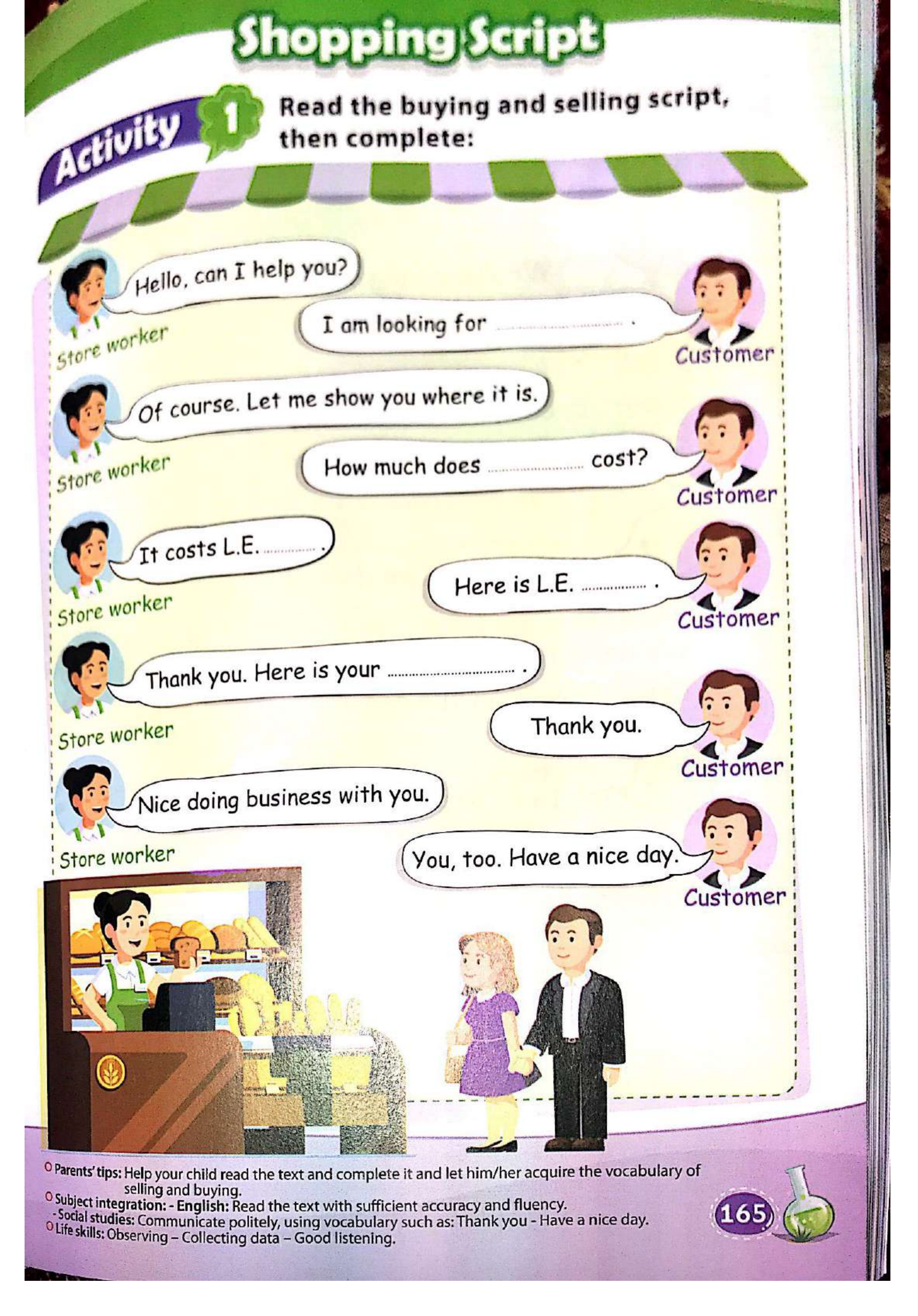
....

....

....

- **Parents' tips:** Help your child distinguish between the different types of sculptures using different
- **Subject integration:** - **Art:** Distinguish between different sculpting materials (e.g., paper, w
  - **English:** Read with sufficient accuracy and fluency to support comprehension.
  - **Science:** Identify different materials used to create sculptures.
- **Life skills:** Observing – Differentiation – Collecting data.


Mask Patterns
Activity 4
Trace and cut your mask:
Parents' tips: Help your child cut a mask and let him/her draw his/her own mask.
Subject integration: - Art: Create and color masks using materials from the surrounding environment.
Life skills: Creativity - Self-expression.
163



Shopping Script

Activity 1 Read the buying and selling script, then complete:

Store worker: Hello, can I help you?

Customer: I am looking for ....

Store worker: Of course. Let me show you where it is.

Customer: How much does .... cost?

Store worker: It costs L.E. ....

Customer: Here is L.E. ....

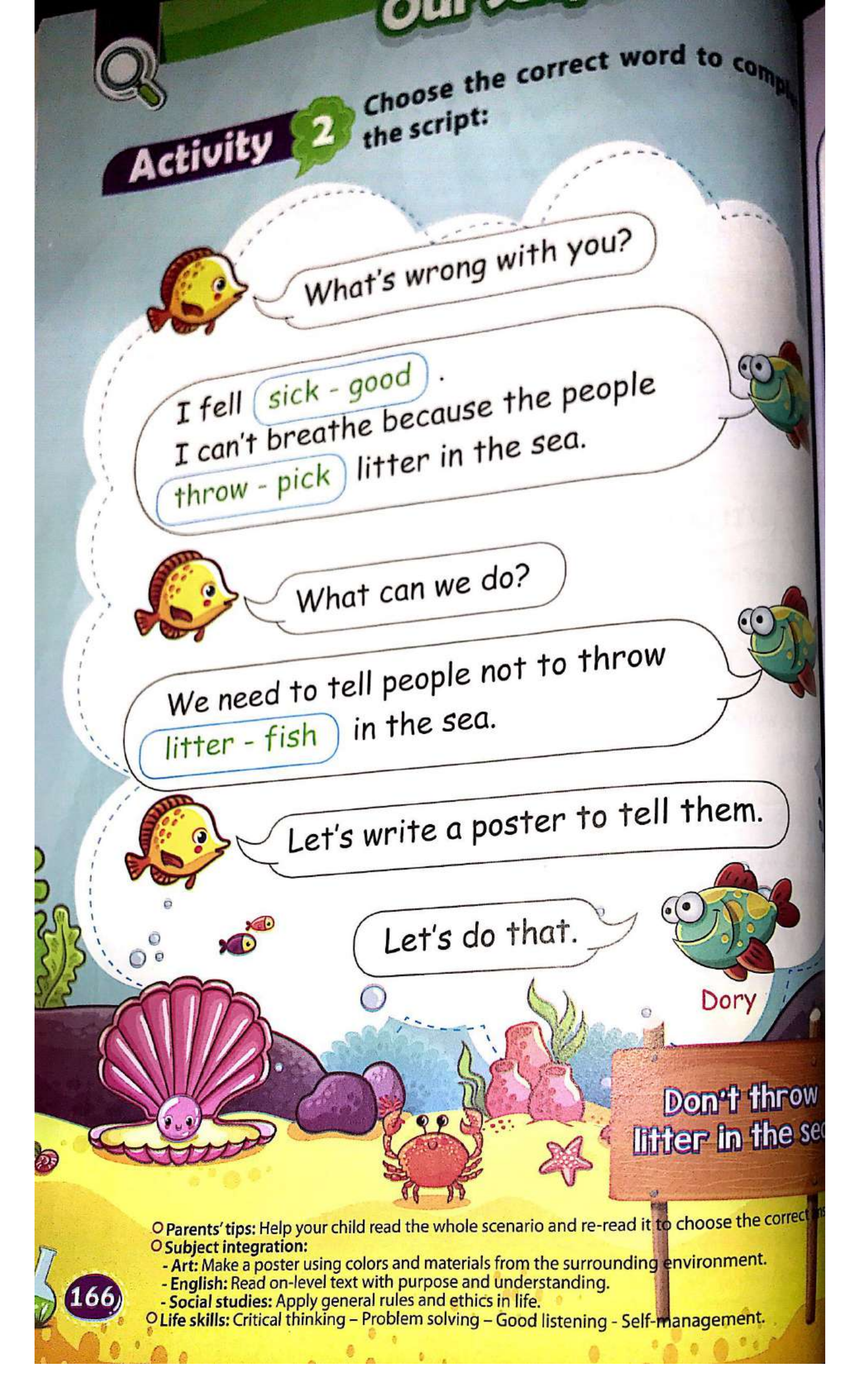
Store worker: Thank you. Here is your ....

Customer: Thank you.

Store worker: Nice doing business with you.

Customer: You, too. Have a nice day.

- Parents' tips: Help your child read the text and complete it and let him/her acquire the vocabulary of selling and buying.
- Subject integration: - English: Read the text with sufficient accuracy and fluency.
  - Social studies: Communicate politely, using vocabulary such as: Thank you - Have a nice day.
- Life skills: Observing – Collecting data – Good listening.



Activity 2 Choose the correct word to compl[ete] the script:

What's wrong with you?

I fell (sick - good).
I can't breathe because the people (throw - pick) litter in the sea.

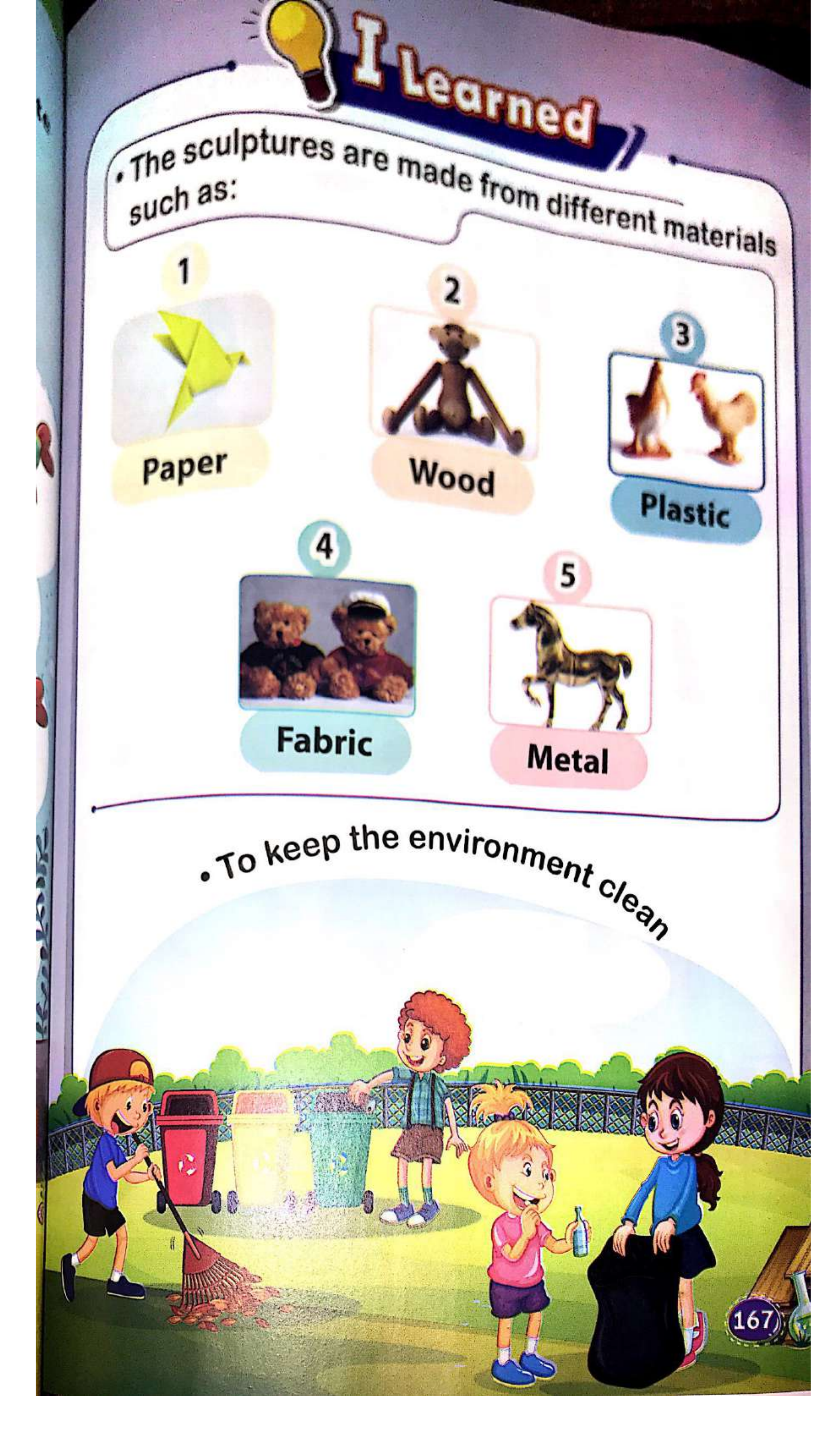
What can we do?

We need to tell people not to throw (litter - fish) in the sea.

Let's write a poster to tell them.

Let's do that.

- **Parents' tips:** Help your child read the whole scenario and re-read it to choose the correct
- **Subject integration:**
  - **Art:** Make a poster using colors and materials from the surrounding environment.
  - **English:** Read on-level text with purpose and understanding.
  - **Social studies:** Apply general rules and ethics in life.
- **Life skills:** Critical thinking – Problem solving – Good listening - Self-management.


I Learned
• The sculptures are made from different materials such as:
1
Paper
2
Wood
3
Plastic
4
Fabric
5
Metal
• To keep the environment clean
167



Daily Schedule

Activity 1 Fill the correct hour hand for each analog clock to each picture:

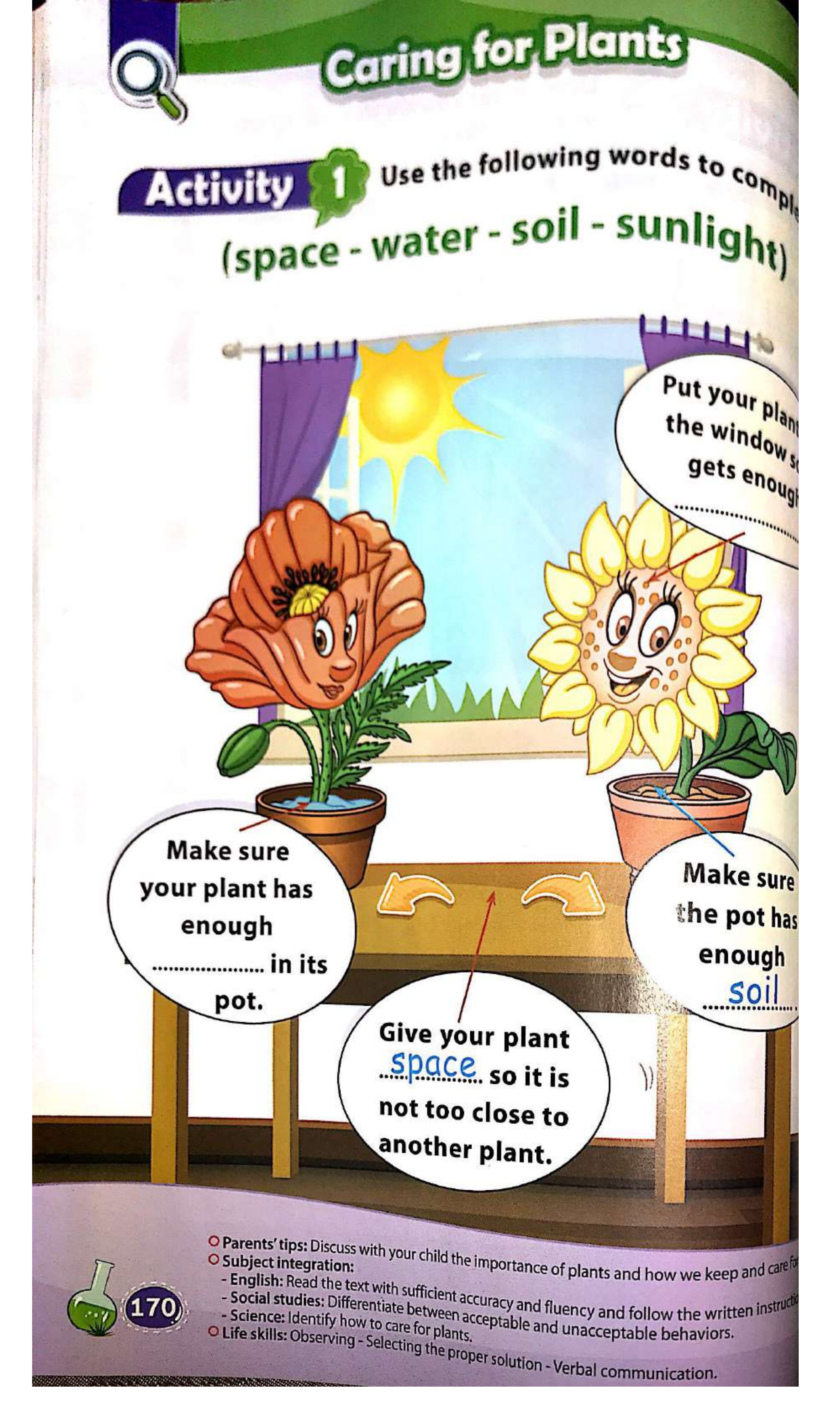
- **Parents' tips:** Discuss with your child his/her daily routine and let him/her select the appropriate time to practice this activity.
- **Subject integration:** - **Math:** Tell and write time in hours using analog clocks.
  - **Social studies:** Identify the daily habits and the importance of time to man.
  - **Science:** Join each daily activity to the appropriate time accurately.
- **Life skills:** Differentiation - Participation - Self-expression.



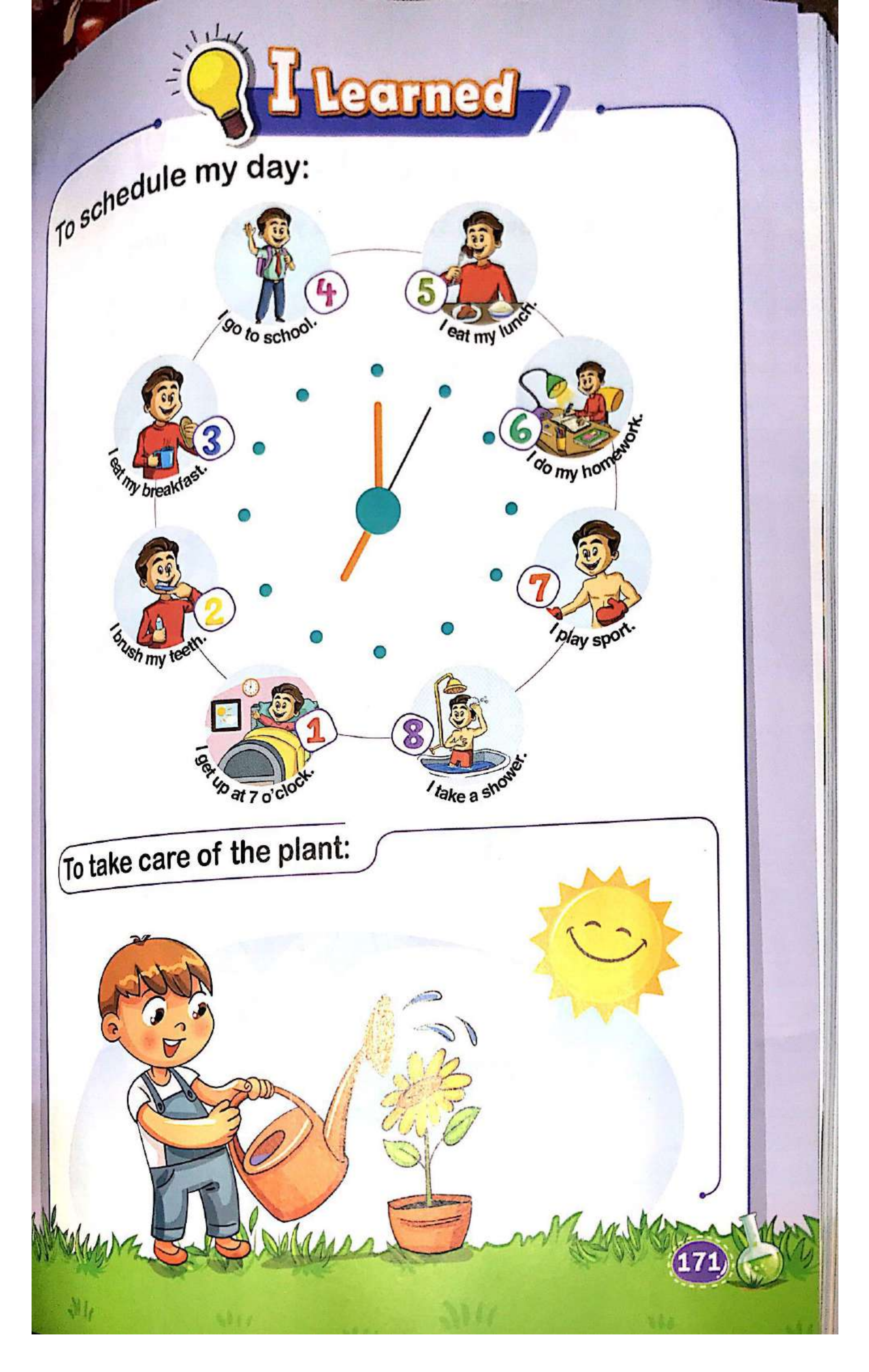
Activity 2

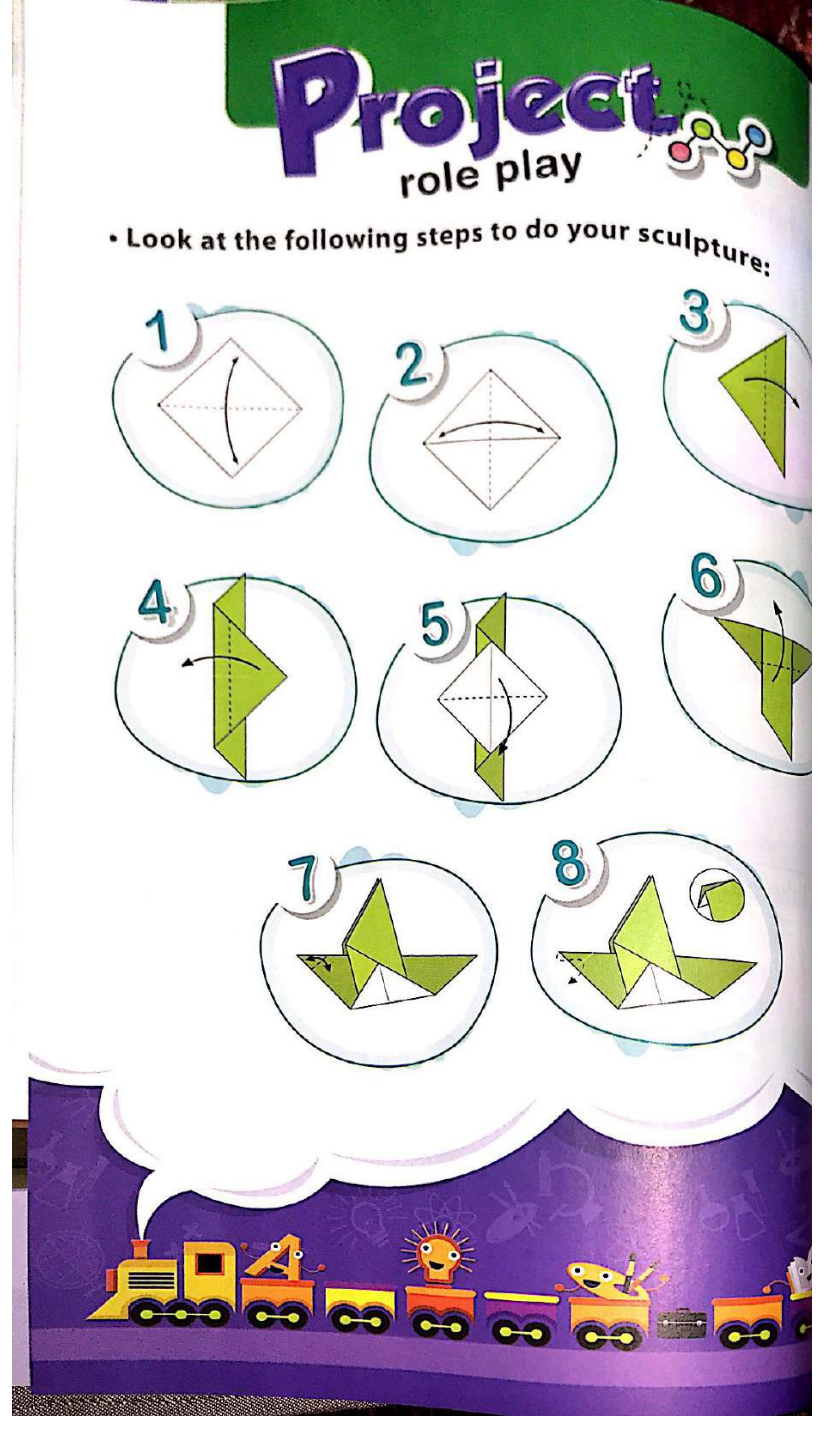
Draw what you do in your spare time and write the time:

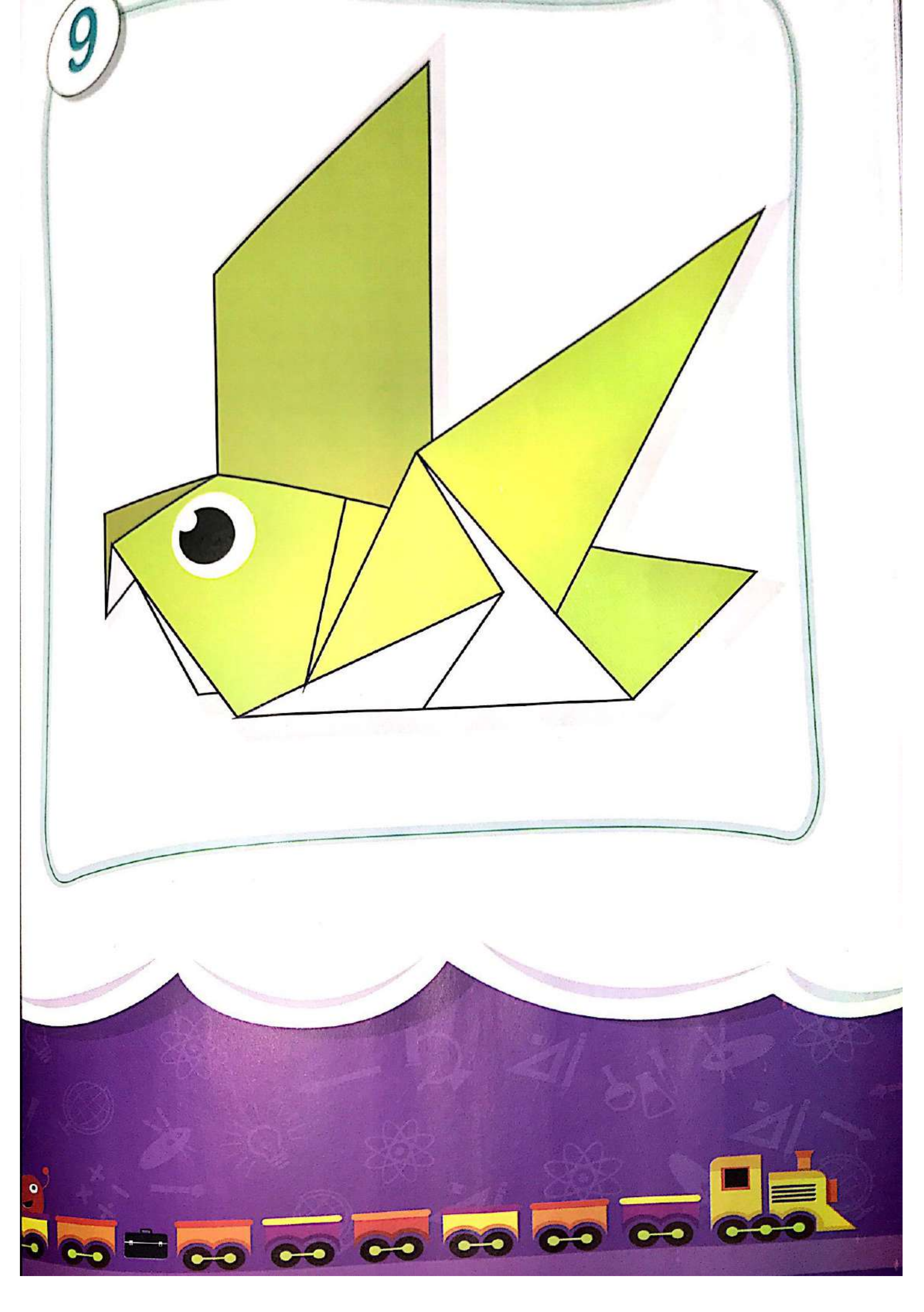
- **Parents' tips:** Discuss with your child about his/her favorite activity during the day and the appropriate time to practice this activity.
- **Subject integration:**
  - **Art:** Use drawing to convey meaning.
  - **English/ Narrative:** Add drawings to convey meaning.
  - **Math:** Tell and write time in hours using digital clocks.
- **Life skills:** Respect the opinions of others - Participation - Self-expression.



- Parents' tips: Discuss with your child the importance of plants and how we keep and care fo
- Subject integration:
  - English: Read the text with sufficient accuracy and fluency and follow the written instructio
  - Social studies: Differentiate between acceptable and unacceptable behaviors.
  - Science: Identify how to care for plants.
- Life skills: Observing - Selecting the proper solution - Verbal communication.


I Learned
To schedule my day:
1
I get up at 7 o'clock.
2
I brush my teeth.
3
I eat my breakfast.
4
I go to school.
5
I eat my lunch.
6
I do my homework.
7
I play sport.
8
I take a shower.
To take care of the plant:


Project
role play
• Look at the following steps to do your sculpture:
1
2
3
4
5
6
7
8


9